

Magazine for the Christian Home Hearthstone

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• **Your Family in the Church—Doris Clore Demaree**
• **Lest We Forget—Shirley L. Hill**

MARCH, 1961 - 25c

The *Magazine for the Christian Home* Hearthstone

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Pastors' Classes. Many churches are having pastors' classes or church membership classes for children during the month of March. At such times, parents sometimes wonder what they should be doing to prepare their child for the acceptance of Christ. Doris Demaree shares some insights in this whole area. You will want to read them in her article "Your Family in the Church." Parents and/or church leaders may gain additional guidance through the group study meetings planned for us with this article. They are: "The Family Prepares for Easter" and "When a Child Joins the Church."

Church. The third article in a series of articles showing the relationship of family living to the basic teachings of the Christian faith appears under the title "Home and Church—Partners in Creative Faith." Written by Ruth Lentz, the article shows the relationship of home to church, and church to home in the development of Christian faith. You will find two parents' meeting plans on pages 26 and 27 to guide you in exploring the roles of church and family.



Party. Giving a party for your teenager and her gang, soon? Take a tip from Louise Horton and don't, but read why in "Your Teen-ager Entertains."

Fire Hazards. While you are about the task of spring cleaning, it is a "must" to check against fire hazards before a tragedy occurs. There are relatively simple checks that can be made to insure your home against fire; you will find them under the title "Clean Out These Common Fire Hazards." This is one check list in which you should score 100; anything less may spell disaster for you, your children, and your property.

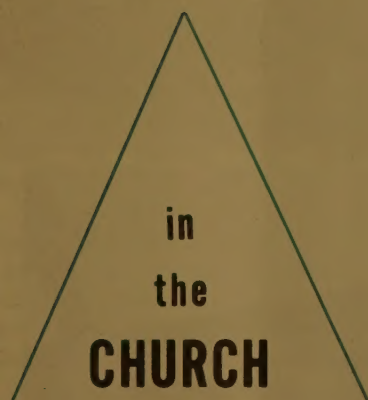
The Cover. The illustration was created by Art FitzSimmons to stress the family and church standing together to make a Christian impact within the world.

Coming Soon. "What Does Your Child Know About Jesus?" by Don Scott; "Easter in the Home" by Laurence T. Beers; "Let's Put Grandma Back in the Home" by Dorothy T. Palmer; and "Parents of Teen-agers—Pals or Foes?" by Elaine Holcomb.

Until then,
R. C.

YOUR

FAMILY



by
Doris Clore Demaree

OF COURSE, THE CHILDREN ARE GROWING UP—look at the dresses you have had lengthen, or the wrists sticking out from the shirtsleeves. Even so, it can be somewhat of a shock when ten-year-old Jim comes home saying between bites of ice-cream cookies, "I think I'll join the church on Palm Sunday, Mom." "What's that?" you ask, not at all what you did not hear, but the question will give you a moment to think. Your son—ready to "join the church." "Do you know what

it means to join the church?" you ask.

"Sure, Mom, we've been talking about it in class—and besides, the minister is going to have a class for those who want to learn about the church and what it means to be a member of it."

"Does the minister think you are old enough?"

"Old enough? What do you mean—old enough? Hey, Mom, don't you want me to join when the other fellows do? What's the matter?"

"Of course, I want you to join the church when you are ready. I just didn't know you were thinking about it, Jim. Tonight let's talk it over with your daddy."

What *does* it mean to join the church? What is the church? And, "confessing Christ." What does that mean to a ten-year-old? What does it mean for anyone? How can I help my son to understand these things when I am not really sure I understand?

Not every child comes home to share his plans for taking this step. We remember our own childhood. As an eight-year-old we "wanted to join," but we were timid. As a nine- and ten-year-old, we ventured to share our longings with school friends of another faith. Two or three more years went by and still we had not the courage to take this step. True, every time the invitation hymn was sung we thought we would make it—we would pop out with perspiration but our feet remained glued to the floor. There was no church membership class. It was not mentioned in the Sunday school class. At last three of us planned to join the church together—and we did—but I still remember the agony.

Recalling my experience, I look at Jim with understanding not unmixed with admiration. He must take after his father. "Got to work on my submarine model now. I'll be in the basement if you need me." Jim moves on and leaves me to my thinking.

Other days and other memories crowded quickly after one another. Jim had been only a few weeks old when we had taken him to church for the first time. His

father and I had been such proud parents, eager to show off our first-born. "He'll never be so quiet again," warned a neighbor admiring the child's angelic sweetness as he slept.

So, going to church with his parents was a natural part of Jim's weekly schedule. Being in the sanctuary worship with one's family is not so much a part of every child's experience today. Our two-year-old grandson has been a part of the church nursery since he was big enough to toddle about. Berry, a neighbor's child began his church experience with the crib room, on through the toddler's room, the two-year-old class, the three-year-old class, kindergarten, first grade. It was when he was about three that his mother said, "We took the children into church this morning."

"You did?" I was only mildly surprised.

"Yes, all of his class were taken in. Berry walked between his father and me. He held to each of our hands. We walked around looking at the windows and talking softly about the pretty colors. We walked down the aisle and smelled the Easter lilies banked at the front. We spoke to the pastor waiting there. Berry enjoyed it so much, he even said, Hello, to his grandmother sitting near the aisle. Then we took him back to the three-year-old's classroom. We returned to the sanctuary for the worship."

It must have been important to Berry because his mother told later how often he talked about some part of the trip into the "Big Church."

"Occasionally we take the kindergarten children into the sanctuary for part of the worship," said a church school teacher one night in a leadership school.

"Is that good?" faltered another teacher.

"We think it is," she continued. "Of course, we choose our time to visit when there is something of special interest for them. It may be when the junior choir sings, if there are several brothers

The author is Mrs. Herald Demaree, Director of Children's Work, Association of the Christian Churches in Indiana.

Each contact the family makes with the church is a step toward the commitment that the children may later make when they join the church.

Church school workers help in the child's preparation for membership when they provide opportunities for the young child to experience feelings of joy and wonder in his class.



—photos by Norman Hoyt



and sisters in it. It may be when Mary's mother or Carol's father is singing a simple but lovely solo. One time we went because the organist had agreed to play a medley of their songs before the introit. The children look forward to our going. We talk about what we will be doing, what we will be seeing and what we will be hearing, as we prepare. We sit together—children and teachers—and when we return we tell about what happened and how we felt. Sometimes we write a story about our trip. Sunday after Sunday we read this story."

"In our church," said another teacher, "the parents want to take the kindergarten and older children with them into the sanctuary worship!"

"I think that is good," added another teacher. "Families are divided so much of the time it seems extra good to have them together in the church. My son stayed in the kindergarten, then in the primary, and finally in the junior department. When the pastor began to talk about him joining the church, he didn't know what the pastor was talking about."

"My daughter had never witnessed a baptism until after she started to church membership class," said another. "I wish we had taken her to worship more often as she was growing up, but I was afraid she would bother someone."

"I think I was afraid my child would bother me, as well as someone else," said another.

As parents we are concerned about our own children. As members of the church we are concerned about the children in our congregation. We are also concerned about all the other children of the community. What can we do? What should we do? Not only are we concerned about our children and the church but also about our families, about nurturing a close-knit fellowship of love within the family grouping, and about helping members to develop a sense of fellowship in the church as intimate as a family circle. All this adds emphasis to the questions we have raised:

What can we do? What should we do?

Here are a few suggestions:

1. *Encourage the nursery and kindergarten workers in their attempts to help the children grow in their understanding of what the church is and to provide opportunities to experience brief moments of being and feeling a part of the church.* The three-year-olds who walked about the sanctuary with their families were experiencing a sense of belonging. Congregations who understand will sit quietly, without craning their necks "to see" or without laughing at the "cute" things children may say or do when they come to church with their families.

Kindergarten children who are taken into the sanctuary for brief periods during the worship service are experiencing "belonging" and are learning to worship, if they have had adequate preparation and are helped to evaluate after-

ward—on their own level and ability of understanding, of course.

2. *Encourage families to worship together as families, even when there are small children.* Sometimes churches do this by providing two worship services with one of them planned especially as a family service of from 30 to 45 minutes in length. At other times, a friendly climate may be established by making them feel welcome, by expressing our joy in this fellowship, and by ignoring any disturbance by a young child.

3. *By planning and preparing well with the children in preparation for the infrequent attendance as a family.* It takes more than just "dressing up" to prepare little children for attending worship with the family. If it is for a special occasion, such as Easter Sunday, it would be well to talk about why we have Easter—always in words and concepts that the child can understand.

(Continued on page 30)

For a beginning step in building appreciation of the sanctuary, the parent can take the young child on a tour of it commenting upon and examining the pretty windows and flowers.

—Luoma Photos



CHILDREN NEED SECURITY,

TOO!

by

Jean A. Thompson, M.D.

ADULTS ARE NOT ALWAYS AWARE that some of the troublesome behavior of children is a manifestation of a feeling of insecurity. The bully is hostile usually because he feels that he is not acceptable to other people and he hastens to hurt before he is hurt by them. Now and then the wise mother of a child who has been victimized by the neighborhood bully tells of winning the bully's cooperation by being kind to him and thus giving him some sense of security—some feeling that he is worthwhile. Insecurity may complicate other problems in a child. For example, the child who has difficulty in learning to read is likely to feel that his teachers, his classmates, and even his parents look down on him. Like all of us, he tends to measure himself by his task and by the accomplishments of his neighbors. If he finds that he measures up well, he has a sense of satisfaction, a sense of personal adequacy or, we may say, a sense of security.

The need for this sense of personal adequacy is one of the fundamental needs of children that parents must strive to fill. Their efforts must begin very early in the child's life. The infant's need is translated in terms of warmth, comfort, safety, and satisfaction of his hunger. The cuddling at feeding time when he feels the support of his mother's arms and the warmth of her body gives him a feeling of satisfaction. He comes to know his mother's face as she bends over him and plays with him while dressing him. At first, he does not know that when she turns away from him, she will return. So his feeling of satisfaction, safety, security is disturbed and he cries. Gradually he learns that he can depend upon his mother to return to him. He has an experience of loving care which is basic to his personality development. On this base he builds his capacity for friendship, his understanding of the love of God and, later, his success in marriage.

Security of personality, however, is never quite complete or perfect. All of us can find areas of insecurity within ourselves. Some of us find it hard to take criticism; some find it hard to make friends. We always hope that our children will escape the discomfort of such hampering insecurity. Yet, if we

are sensitive to their needs, we shall recognize the times when they feel hurt, rejected, or inadequate. When Johnny comes home sullen and irritable and quarrels with his sister for small reason, we may not know until the next day or we may never find out, that, as right fielder, he had that day muffed the one ball that came his way. At such times, we must first rule out physical illness or excessive fatigue which can cause the same symptoms and, having done that, we think next of the possibility that Johnny's basic need for status with his peers (which means security at his age) has encountered some frustration. If we know our Johnny well, know his talents and his weaknesses, we can usually make an educated guess as to the area of unhappiness. Our task is to help Johnny face reality—to help him to accept his present lack of facility in playing ball—but to help him also to see that he has other abilities and that time and practice may help.

Thus the task of parents becomes one of helping the child to become aware of his assets so that he will not be discouraged by the contemplation of his liabilities. Praise for their accomplishments means much to children. It gives them the confidence to attempt the next steps in growth. The child learning to walk gets great satisfaction not only from the accomplishment itself but from the happy, smiling faces of his parents and their words of praise. He is willing to repeat the performance and later has the courage to increase the range of his activity.

One of the difficult things in being a parent, however, is the appreciation of the child's stage of development in relation to his task. We often expect too much from a child in view of his age and experience. How often we hear a parent say, "You are old enough to know better!" When tempted to say that, a parent should always ask himself or herself, "Is this true? Has this child really lived long enough and has he had sufficient experience to know better?" Children develop at different rates and unless this fact is accepted by parents, a child may be pushed to achieve beyond his capacity. The result is that he experiences the frustration of frequent failure and the feeling that he will never

quite come up to what his parents expect of him. In kindergarten, some children can make a recognizable flower garden when painting at the easel, whereas others attempt no such formal picture but enjoy experimenting with large brush strokes in various colors. As one of these latter children proudly showed her "picture" to her mother at the end of a church school session, her mother said, "Why, Mary, what did you do a thing like that for? Look at Lorraine's. *She* made some nice flowers." Mary's face fell, but she clutched the picture to her (albeit with the blank side toward the world), and took it home. *She* liked it. It was the end of a picture which was satisfying to her at that time. Later she would get pleasure out of form. Now the things that were important to her were color and the sense of power she had in using the brush.

The parent who is alert to the growth levels in the child provides experiences in keeping with the child's ability, the aim being to broaden the child's horizons and contribute to his education so that he will feel fairly secure in any situation. Socializing experiences are provided for him through play with other children; he is prepared gradually to separate from the family for the hours he is to spend in school. Nursery school or even the one hour a week he spends in church school is often a help. He is allowed to make some decisions—at first, simple little decisions—then, as he grows, decisions of greater complexity. His parents lend willing ears to his problems and his questions and help him through discussion to supplement his own experience with theirs. Including the child sometimes in the enter-

tainment of guests and in trips away from home contributes to his sense of security by giving him practice in a variety of situations.

The child begins to learn within the family circle how far he can go in following his own impulses. His parents often have to set limits in no uncertain terms. Some criticism and punishment are necessary as the growing child gradually learns acceptable modes of behavior. Setting limits often gives a child a greater feeling of security by making him aware of the fact that his parents are there to help him curb his own impulses which are apt to run away with him and lead him into trouble. There will be difficult days in every family but the important thing is that the child should feel absolutely certain that in spite of scoldings and punishments, his parents love him. By reassuring him of this fact after the storm is over, they teach him an important lesson. As one little boy said when his mother kissed him goodnight after one of their bad days, "I know God forgives me because you forgive me."

The self-esteem which parents help a child to develop from his infancy on will enable him to cope with most of the ordinary challenges of adult life, such as the need to adjust to changing conditions of life and work, the acceptance of authority, competition, just or unjust criticism, marriage. Fortunate is the child whose parents prepare him for life by filling to the best of their ability his basic need to feel that he can meet life's challenges; that he is not alone in his efforts to grow up, but that his parents (or parent substitutes) are there to give the help and support that his developing personality needs.

—A. Devaney, Inc., N. Y.

Sometimes the child is old enough to know better, but there are times when parents may expect too much. Being a just parent is difficult!



LEST WE FORGET

by
Shirley L. Hill



Illustrated by
Art FitzSimmons

THE HILLS ARE ETCHED against the California sky, and twilight falls on the last faint gleams of the Pacific. Children's gay, excited voices ring out, as they play ball in the street . . . or this is happy neighborhood, a wonderful place to call "home." I stand at the large window in our lovely home, watching . . . and remember.

I remember that for seven years we lived in Bengal, India. That we were commissioned to be missionaries, ambassadors for Christ in that far-off land. That two of our three children were born in that vast sub-continent. That they spoke Bengali before English, and that they loved, most tenderly, their Indian Ayah, Saroti.

When landslides threatened this lovely Los Angeles suburb, I recalled that our first summer in the Himalayas was climaxed with horrible landslides. Three hundred and two persons were killed, and devastation lay all about us that June, 1950, in Darjeeling. Glenn had gone out into the crashing storm to evacuate a young British woman and her tiny babe from what seemed a dangerous area. We were all cliff dwellers, our houses held from above and protected from below by retaining walls . . . but our walls were giving, this we knew.

While Glenn was gone, Saroti and I heard the terrifying roar of a hillside crashing down upon us, and clutching the two small boys in our arms, we leaned on one another for support. Since I had brought her into this moment, and was responsible for her, I gasped: "Saroti, don't be afraid; God will take care of us." (Of course, the fact is, I was sure he was going to take care of us in *Heaven!*) Her eyes flashed in surprise at me as she replied: "Mem-Sahib, I am not afraid for myself! I was only thinking of 'our' children!" She looked lovingly into the serene faces of little Gary and beaming Leslie. So a young missionary found, in the midst of stormy disaster, a bond of love in Christ that was to endure forever. Through the perils of evacuation

and exposure to the wrath of nature untrammelled; through the later weeks when we, among hundreds of others, were to walk over that steep mountain, going beneath waterfalls and holding slender ropes along yawning cliffs, Saroti and I shared a memory of faith and love, that somehow made our fearful steps grow lighter.

As I teach junior-high and senior-high young people here in our new, young church in the Pacific Palisades, I often recall the tiny Lodha village where I helped teach Sunday church school for four years. My pupils there were so poor that they had no clothing, and their common garb was nothing more than a string around their spare little waists. They were unable to speak Bengali, the language I had studied for two years, so . . . very carefully, I prepared a lesson in English, painstakingly translating it into Bengali, then taught it to the junior-high girls who were helpers in that language. Together, then, we would walk out the mile to the Lodha people, where "we" taught the lesson in Santali. I found that youngsters are the same the world over, for they all delight in stories, they long for love and laughter. When I see the gay, bouffant skirts of our American girls in my church school class, see their carefree faces, I remember Maloti.

It was baking day, and the warm, good smell of the peanut butter cookies wafted its way through Bhimpore. Just like magic, the children appeared. They would not beg—not even hold out their hand—they just stood on the back verandah, where I baked on the old kerosene stove, and *sniffed* appreciatively. Maloti, too, had come, shivering in the winter wind, hugging her naked baby brother close to her, to warm them both. When the other children had gone, cookie crumbs smeared on brown little faces, I turned to Maloti, and held a little blue dress against her skinny and none-to-clean body. It had come in a White Cross box from America, and was just her size. In all the weeks of her attendance at Sunday church school, she had not once said a single word, recited a Bible

verse, or joined in a song. Now she looked at me with awed disbelief. "For me?" she said. At my smiling nod, this shy sprite darted off, dress, baby brother, cookies, and all. Sunday she appeared, in all her dainty blue grandeur, scrubbed shining clean, and had seemed to lose her shyness with her nakedness. To our amazement, she stood among her startled playmates, and sang alone: "Jesu Amar, Ami Tahar!" (Jesus Is Mine, I Am His!) Yes, I find that skins may be different colors, and languages may twist one's tongue a difficult way, but love . . . and little girls are the same the world over!

Americans are now blasé about their supermarkets, especially Californians! Even after a year at home in America, as we walk through the markets with their limitless supplies of all good things, we cannot but remember the day that all the Christians of Bhimpore, sat down together in an unforgettable "Prem Bhoj" or "Love Feast." Gathered in the courtyard were over four hundred, sitting on rough mats. It took from dawn until midnight to serve every man, woman, and child, his portion of the love feast. The immense mountains of steaming rice on the church verandah astonished every onlooker. Bustling young men served the rice on lovely green banana and sal leaf plates. There were, also, the succulent goat curry and the tangy mango chutney. Then a hush fell as dear old Pastor Babu gave thanks for the generous American visitors who had made this occasion possible, and his voice broke a little as he thanked "Probhu" (the Lord) for this feast of love. Now as I look at the rows of good things in supermarkets, I recall with wistful yearning, that the most delicious meal I have ever eaten was unpolished rice steaming on a leaf plate!

How we enjoy our young church here in the Palisades. Only a year old, but enthusiastic, full of zeal and vitality. The women of this church have dedicated themselves to the task of home missions and world missions for Christ. To help extend his king-

dom, they resolved to do without something they particularly liked for a number of weeks or months. This culminated in a "Sacrifice Luncheon," when they brought their gifts, saved in the weeks of self-denial. As I looked that day on their faces, now so dear to me, I recalled our women's society in India. Santals, like many other Asians, rarely have enough to eat. If rains are late, or too early, or heavy, or too sparse . . . the rice is lost, and the grinning ghost of famine haunts their every moment. However, these Santal women, determined to help others in need, took as their motto: "Mustok chandah" or "a handful of rice for God." Each time they measured out the rice for a family meal, a handful was placed in a special bag, set aside for God. It was in this small village that I learned the meaning of "sacrificial giving."

It is easy here to plan a balanced diet for the family, but I remember so vividly a day in the Himalayas, lying in a mission hospital. I had been told that I was ill, would have to fly home to America, and perhaps would not be able to return again to India as a missionary. I had been gently cautioned against walking around, and had, in fact, been told to lie absolutely still. In my restless heartache, I had crept out of bed, though dizzy, had gotten into my robe, and had stubbornly taken a few unsteady steps down the corridor. As I reached the door of the hospital board room, I glanced in to view an astonishing scene. My old friend, Hira Lal, the hospital sweeper, was down on the floor, sweeping with one hand . . . but busily engaged with the other. He darted a gaze furtively here and there, and then, feeling safe, reached out and picked a large piece of plaster from the wall, down near the baseboard. I watched with fascination as he chewed with obvious enjoyment, and rebuked myself for ever having ventured from my bed. This was the reward! I was seeing things! Again the old gnarled hand plucked an even larger piece from the wall, and dribblets of juicy white plaster stuck to his gray

beard. *That* was when I decided I had better get back to bed, and make a complete confession of my truant stroll! Instead of being scolded, as I surely deserved, I was commended for my sharp observation. Bewildered, I found that Hira Lal was indeed a steady and secret plaster eater. The hospital staff had noticed patches of plaster missing for months. Their concern was not for the missing walls, I found . . . they wanted to know whose calcium content was down to such a dangerous point! Sure enough, tests proved that his body's calcium was nearly nil . . . and though he didn't realize *why* he had this compulsion to eat plaster, he knew he had to eat it.

Yes, we realize, intellectually, that over fifty per cent of the world's population will go to bed tonight hungry, but until the reality comes home to you in such a way as this, malnutrition is only a medical term. Now as I look at the array of green vegetables, all the possibilities of food as I plan my family's meals, I am reminded with aching heart that perhaps some of my own friends, in far-off India, will lie down on their straw mats tonight, disturbed and restless with pangs of hunger!

In the mad dash that is life in

America, when every day is or a "crash" schedule, I pause to live again our seven years in India.

I see the old Pastor at an engagement party, spilling good humor as from a basket of unhusked paddy. I hear the chant of women's voices, mournful in minor key, as they crush stones to powder with bare hands.

Oh, yes, some people see the darkness, poverty, and filth. Some see the grandeur of the Himalayas. Beyond all this, I see the beauty of a color-splashed sunset on a wet, gleaming rice field; the bearded dignity of the village elder; and a child's face, laughing at the antics of a baby goat. I see the graceful beauty of the village maiden, carrying water from the well. Perhaps most of all, I hear, at dawn, the sound of school girls singing hymns of praise and adoration in Chapel. No, we could not return to India, despite our yearning. God called us back to serve in a paradise prosaically called "Pacific Palisades." And it is good.

However, when the hills are etched against the California sky, and the ocean reflects the last sunset gleams, then does my heart breathe a prayer . . . for India, with all its need, . . . for all the work yet undone! And then . . . I know that we can never forget!

WILBUR



"What happened? Your cows oversleep?"

YOUR TEEN-AGER ENTERTAINS

by Louise
Horton

When your teen-ager entertains, much more is involved and at stake than recreation and fun. The very being of your teen-ager and his or her friends is at issue.

In and through all of their varied activities, adolescents are intensely involved in the task of learning about themselves and life. You, as a Christian parent, want them to come to see themselves as children of God. You want them to learn to live in the spirit of God, fulfilling the discipleship to which Christ calls men. Your family life and your church's program endeavors to help your teen-agers discover who they are and what living means. However, your adolescents are also learning about these things in their own youth doings. Group experiences with close friends of their own age are major means by which young people learn about themselves, others, and life. A teen-age party is one such group experience. When your teen-ager entertains teen-agers you need to let them be teen-agers.

Your teen-ager is a person, an individual. He or she must have opportunities to be himself. You have the parental function of helping him become and be his best possible self, but you must not so smother him with decisions and service as to deny him opportunity to be himself and express his own identity.

A few questions and answers may help you formulate some principles by which to govern your relation to what goes on when your teen-ager entertains.

When your teen-age son or daughter entertains, are you always where you should not be and never where you should be?

In the first place, if you are to

The author is a free-lance writer.

giving the party together. Mrs. Jay was hurt. Why had not Betty asked if the party could be at her own home?

Mrs. Jay recalled the party she had given last year for Betty and her friends. She had made certain that everything would be perfect. She had been right on hand every minute to see that all went smoothly.

That was the trouble. Mrs. Jay did not realize that the fact of her being on hand every minute had killed the party. Betty's friends felt "policed." Betty was embarrassed.

When your teen-ager entertains, where are you? Are you too much in evidence, or not enough? Do you do too much, or too little? Where do you draw the line between friendliness and interference? As a Christian parent facing such questions, you should bear in mind some aspects of adolescent psychology as they bear upon Christian education.

Illustrated by Art FitzSimmons

MRS. JAY COULD NOT UNDERSTAND her daughter, Betty. Without consulting her mother, Betty had sent out invitations to a party at her girl friend's, Linda's, home. The two girls were

tell the difference you must not make guess-work of it. Every party involving young people should be planned well in advance. Let your son or daughter know that you will be on hand to greet the guests, that you will appear later in the evening to help serve refreshments, and that when the guests are leaving you will be at the door to share in good-byes. Otherwise, you will be in your room, in the den, over at the neighbor's home—if wanted you can be called, but you will not be popping in and out of the party room. The young people will then know that certain parts of the evening will be theirs alone without "policing" or inter-

ference. They are entitled to relax and have their own kind of fun. They cannot do it in a "we are being watched" atmosphere.

When your teen-age son or daughter entertains, do you try to beat the young people at their own game?

Occasionally we do find a father or mother who tries to be palsy, to be one with the teen-agers. This is impossible. Face the facts. You start with a twenty-some year difference.

Every generation of teen-agers has its own customs, likes and dislikes, fads. Parents cannot enter into this world at the level of the teen-agers' own experience. Par-

ents should not try. These customs give the young people a feeling of identity, of participating together in the difficult job of growing up. You can understand and sympathize with this world of the teen-ager but you cannot be a part of it. If you try to be, instead of maintaining the dignity which every adult should have in the eyes of the young, you only succeed in making yourself appear a bit foolish.

When your teen-age son or daughter entertains, do you remember that your teen-ager is the real host or hostess, or do you try to do all the hosting yourself?

(Continued on page 28)

bIBLEGRAM

by Hilda E. Allen

Guess the words defined below and write them over their numbered dashes. Then transfer each letter to the correspondingly numbered square in the pattern. The colored squares indicate word endings.

Reading from left to right, you will find that the filled pattern will contain a selected quotation from the Bible.

A	Man-made light in the sky	35	11	44	2		
B	Animal with flippers	113	50	100	28		
C	Breakfast or dinner, for instance	125	117	107	52		
D	Curled around, as a vine	72	13	83	106	75	33
E	Tied up	49	121	19	101	79	
F	Bumpy; uneven	120	18	63	51	111	
G	The fireside	123	70	85	47	39	56
H	Kangaroo baby	8	41	81	110		
I	Run away	119	94	67	89		
J	Tag	69	109	88	95	29	
K	Where ships dock	108	74	53	105	26	
L	Way of acting or behaving	122	114	22	58	98	43
M	Window curtain	92	59	27	99	21	
N	Not tender, as some steaks	103	77	42	116	14	
O	Camped	48	23	115	84	60	87

P	Small flag -----	93	7	32	16	46	37	5
Q	Like a goose -----	71	124	34	66	17		
R	Ruin -----	1	45	97	73	6	38	25
S	Kind of coffee -----	91	86	80	36	96	3	62
T	The warm months -----	68	104	24	64	12	78	
U	Small napkin -----	90	9	112	76	40		
V	Sailed upward -----	61	4	31	20	82	54	
W	Trip in a car -----	118	10	102	57			
X	Spider's traps -----	55	15	65	30			

(Solution on page 28)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	
40	41	42	43	44	45	46	47	48	
49	50	51	52	53	54	55	56	57	58
59	60	61	62	63	64	65	66	67	68
69	70	71	72	73	74	75	76	77	
78	79	80	81	82	83	84	85	86	
87	88	89	90	91	92	93	94	95	96
97	98	99	100	101	102	103	104	105	106
107	108	109	110	111	112	113	114	115	
116	117	118	119	120	121	122	123	124	125

Home and Church—

PARTNERS

in Creative Faith

by
**Ruth
Lentz**

1.

Young friends of ours recently experienced the miracle of the birth of their first child. In the happiness of the event, they exclaimed, "Little Stevie is going to have the *best* of everything!" Several weeks later they presented themselves with their tiny son in their arms before the minister and congregation of their church. They pledged themselves, with God's help and the encouragement of fellow Christians, to bring up this child in the faith of the church. The congregation responded by promising to support by example and prayer this young family in its high endeavor.

This moving ritual dramatized the belief that to have "the best" is to possess a dynamic, religious experience of faith. These inner beliefs must be adequate to meet life's struggle courageously, to

The author has had wide experience in family life conferences, family institutes, and church activities.

grow in Christlikeness, and to contribute more to life than one takes away from life.

In these present days of frustration—of startling increase in mental illness, and the alarming proportions of delinquency—eminent psychologists tell us that valid religious experience is the *one* cure and antidote for all these ills. To provide an atmosphere and the tools for developing a vital faith to live by is the unique responsibility of parents and church, learning, working, and growing co-operatively.

Far back in early Hebrew history, the chief faith-nurturing instrument was the home where the father was the "priest." The foundation of their faith, the Shema, declares, "The LORD our God is one LORD; and you shall love the LORD your God with all your heart, and with all your soul, and with all your might" (Deut. 6:4, 5). These words, fathers and mothers, were *commanded* to "teach diligently" to their children, to talk of them at all times, to wear

Home provides the resources for meeting the basic needs of love, security, companionship and growth.



—H. Armstrong Roberts

them upon their persons, and to write them upon the doorposts of their homes. Also, many of the proverbs of Old Testament days commend to children the instruction of their parents.

"Hear, O sons, a father's instruction,
and be attentive, that you may gain insight"
(Prov. 4:1).

"Keep your father's commandment,
and forsake not your mother's teaching"
(Prov. 6:20).

In the first years of the Christian church, homes of believers were centers of worship, teaching, and fellowship. The New Testament writings present explicit instructions to parents and children about making their families true households of faith (Eph. 5:22—6:9). The "church in their house" such as Paul greets in his letters (Rom. 16:15 and 1 Cor. 16:19) was a cell of worshiping, witnessing Christians, a member of the Body of Christ.

2.

The Christian family is still a community of faith. It is the center of religious teaching—whether consciously or unconsciously, self-centered and superficial, or God-centered and of eternal value.

In the home, a child's earliest convictions are "caught" and imbedded in young, impressionable minds and hearts. Parents are still the paramount influence in directing the development of the religious faith of their children. The family may be regarded as the nucleus of the church in its Christian nurture, its living of Christian truth, its fellowship, and its concern with one another and with other families. Home provides the resources for meeting the basic needs of love, security, companionship, and growth.

How parents treat their children, and one another, builds up in the child's mind an image of how God treats his children. "Is God a spy?" asked one television-addicted child after her mother had told her, "God sees every naughty thing you do!"

The young child's capacity for wonder and his

readiness to learn are assets in developing a faith in a Creator-God, which is basic to all spiritual growth. When a child asks, "What does God look like?" perhaps we must answer, "We do not know for sure, but we do know that he cares about us, for that is what Jesus came to show us."

Basically, how does a person live and teach one's faith at home? First, there must be the parent's understanding of themselves as co-partners with God in the creation and religious nurture of "his child." Second, the atmosphere in the home must be one of love, understanding, and security. In day by day living, in the give-and-take of life, respect for each individual as a person who is dear to the heart of God is of utmost importance. Third, God's love, care, and concern must be viewed as a larger extension of parental love, care, and concern.

Specifically, Christian families should teach:

1) Convictions about God, Jesus, and the church; the blessings of the gospel; the consciousness that each person is of value in God's sight.

2) Facts of our religion; the lives of real people who throughout the centuries have lived by faith—"heroes of the faith"; words, hymns, symbols, ceremonies of the faith.

3) How to live and love in every relationship with other persons, respecting their differences, seeing beneath the unloving to the lovable.

4) Loyalty to the church as the larger unit of influence in fulfilling God's will and purposes in the world.

Worship in the home expresses the family's awareness of one another in the presence of God, and the awareness of God in the presence of one another. Prayer can be natural and simple in expression. A mother or father praying quietly at the bedside of a young child calls forth a feeling of love and reverence in the little one, a natural way to hear about God. This is a beautiful beginning of an experience that unfolds in wonder and increasing perception. Each brief period of prayer alone with a child in the home pays large dividends in nurturing inward beliefs.

The concept of the "church in your house" has its origin in the love of God and the conviction that God's continuing concern is for our welfare as taught by Jesus. So the Christian family will seek always to share in God's purposes, reflecting God's love in every act, word, and mood and in all its relationships.

3.

Occasionally we hear of a family whose members demonstrate Christian principles in their daily living, and reveal a concern for the welfare of others, yet who achieve this pinnacle without a church relationship. For most of us, participation in the church is the fulfillment of family faith, and from the church we draw the resources to develop our faith and bring it to more mature proportions.

Furthermore, as striving Christians, we regard the church as a fellowship of persons belonging to

(Continued on page 30)

M
A
N
N
E
R
S

Betty, seven, and her sister, Jane, five, were drinking their cocoa when Betty said, "Don't drink all your cocoa, leave a little in the bottom. That's manners."

That night when Jane was saying her prayers, she added, "and please, God, bless all the little children who leave manners in their cups."

by Amelia Houle Bureau



for parents

FAMILY WORSHIP

Most persons, in the age in which we live, are trapped in a situation not of their own making. On the one hand, psychologists are saying that the basic need of individuals is to feel secure. On the other hand, disturbing world conditions—economic and international—create a climate in which a feeling of security is hard to achieve.

For the Christian family, this is not nearly as impossible as it seems. Christians find their security in the One who is greater than themselves. They do not depend upon externals but upon the quality of their relationship with God. It is the basis on which to build relationships with others. It determines the way they look at conditions in the world about them.

These conditions are not new. Every age has faced frustrations, angers, and fears. Some historians liken conditions of Jesus' day to our own. Jesus knew the feelings of insecurity which people faced. He spoke about them. Read what he said in Matthew 6:25-33 and 10:28. See if these words bring you the comfort and peace that you need to face life.

Children Need Security

Christian parents are as much—or more so—concerned with their children's feeling of security as with their own. This in itself may add to the parents' feeling of frustration. All children must lead their own lives. No one can do that for them. They must face situations that may tear down or destroy their security. How, then, can parents help their children to feel secure? (See the article, "Children Need Security, Too!" page 4.)

We are told that, given enough of the right kind of love, children develop without frustrations, fears, and emotional handicaps. The Bible speaks of this, too. Read the last section of 1 Corinthians 12:31; chapter 13; and the first four words of chapter 14. To "make love your aim," especially if one accepts 1 Corinthians 13:4-7 as the definition of love, is a purpose worthy of all of us and one that may guarantee that children will develop in the best possible way.

Security Is Cultivated

One constantly faces the need to renew his feeling of security. For the Christian, worship is one way to do this. When families worship together, the children seem to have a deeper sense of security. They begin to understand that their parents, too, face problems and are unsure of how to solve them; that God is the One to whom their parents turn when that happens; that Bible reading, prayer, and meditation are ways to meet the situations they face; that as long as one depends upon God, he never is alone.

Christians who seem to have the most radiant faith in spite of the conditions that exist in today's world are those who maintain close contact with God. This they do through worship. Many different occasions are opportunities of worship for them. They are in communion with God many times during the day. They also take advantage of meeting with others for times of group worship.

Worship in Your Family

Daily life in your family offers many opportunities for worship. This may be private and personal or it may be shared with one or more members of your family. A child who never hears his parents pray aloud about situations in their lives, or for their child's welfare, has missed what might be one of his greatest blessings.

Children need to participate in worship, too, at their level of ability. Very young children may sing with the family. They quickly learn to pray with the family as thanks is expressed for food or for any other blessing. As they grow in ability, they may participate more fully.

The next four pages contain resources for use in periods of family worship. These may be used in informal moments of worship with one or more members of your family; or they may be used when the family worships as a group. When materials are not suitable for all age groups, they are marked to indicate appropriate ages: (K) for preschool children; (P) for those in grades one through three; (J) for those in grades four through six.

**Theme for
March:
Security**

A Bible Passage

"I am the LORD, the God of Abraham your father and the God of Isaac; the land on which you lie I will give to you and to your descendants; and your descendants shall be like the dust of the earth, and you shall spread abroad to the west and to the east and to the north and to the south; and by you and your descendants shall all the families of the earth bless themselves."—Genesis 28:13-14.

Evening Prayer

Dear Lord, I thank thee for the night,
When stars shine out like candles bright
To say the hour of rest has come.

I thank thee for my smooth white bed,
For sheltering roof above my head,
The love and safety of my home.

And when the sun brings back the day,
And summons me to work or play,
Then may I ever grateful be
To those who love and care for me.

—Norma Butler McEnhill¹

God's Plan for Families (P, J)

When God planned the world, he included plans for people. In God's plan for people, he had a wonderful idea! He planned to put them into families. There would be a father who was strong and brave. He would protect his family and supply them with all the things they needed. There would be a mother to be with the children when the father was away from home. She would take care of their daily needs such as preparing food and clothing and watching over the family. Then there would be children for the father and mother to love. The children would make the family complete.

Then God did an even more wonderful thing. He gave to people the ability and the desire to love one another. Father and Mother loved one another. This was a special kind of love. The father and mother loved their children. This was a different kind of love. The children loved one another as brothers and sisters. All of this love added together made a family belong to each other. This was the way it was in the beginning when God created the earth. It is the way it is today.

Think of your family and the love you have for one another. Read the Bible verse printed on this page. Is the love in your family the way you are blessed? As you think about this, you may want to pray to God and thank him for your family.

—Mary C. Odell

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—A. Devaney, Inc., N. Y.

Fun Time (K, P)

Every evening after supper there was fun at Donnie's house. It was the time when Daddy was at home. The family waited until Mother's work was all finished. Donnie and his brothers, Jim and David, could choose what they were to do.

One night it was Jim's turn. He would choose to play games like checkers or pick-up-sticks. Everyone would play, even if it sometimes was hard to wait for his turn.

The next night it was David's turn to choose. He might choose to play noisy games in the basement. Everyone had fun doing that.

When it was Donnie's turn to choose, he liked to find a book and have Mother or Daddy read stories. That was fun, too, and everyone listened.

One night the boys were arguing over whose turn it was to choose what to do.

"It really doesn't matter whose turn it is, does it?" Donnie asked.

"What do you mean?" Jim and David asked together.

"Well," Donnie began, "no matter what we do, we have fun."

"Why is that?" Daddy asked.

"I think," Donnie said slowly, "it is doing things together that is fun." And it was.

Do you have fun at your house? Think about what Donnie said and try it out.

—Mary C. Odell

I'll Go with You (P, J)

On the way home from school, Dick and Don were tossing a small stone back and forth, getting farther and farther apart.

"Here, Don, bet you can't catch this one," Dick said and gave it a good hard throw.

The stone came so fast and hard that Don was afraid to try to catch it. He just ducked out of its way in time. The stone whizzed over his head, and he heard a crash. He looked around. A window in the first floor of the apartment house back of him was broken from top to bottom.

The boys looked at one another. Then they ran home. That night when their father came to tuck them into bed, they told him what had happened.

"What are you going to do about it?" he asked the boys.

"Well," Dick said, "I guess we ought to pay for the window."

"But," Don objected, "we don't know how to find the owner."

"It's a good thing you told me," their father said. "I think we can fix that."

"How?" both boys asked.

"Tomorrow is Saturday," Father answered. "I'll go with you to find where the manager lives. Then you can tell him about it. He will tell you how much it will cost. You can arrange with him how you will pay for it." And they did.

—Mary C. Odell

A Bible Verse

"Behold, I am with you and will keep you wherever you go, and will bring you back to this land; for I will not leave you until I have done that of which I have spoken to you."—Genesis 28:15.

Hands

God gives us hands to work and play,
Hands to help throughout each day,
Hands to comfort, hands to mend,
Hands to reach out to a friend,
Hands to wipe away a tear,
Hands to hold a loved one near,
Willing hands that gladly share,
Gentle hands that fold in prayer.

—Claire B. Saalbach

Count Your Blessings

Oh, count your many blessings,
Just count them one by one,
Thank the Lord for morning light,
And for the warming sun.

Be thankful for your laughter,
A mother that is dear,
Father who is by your side,
A home where God is near.

—Clare Mises¹

I Love You (K)

"Mommy, I love you," said Margie as she was getting ready for bed.

"That's good," her mother said with a smile. "I wonder why?"

"Because you do things for me," Margie said. "You cook my meals. You help me get ready for bed."

"Is that all?" Mother asked.

"Oh, no!" Margie answered. "I love you because you're always here. When I get up in the morning, you are here. When I come home from kindergarten you are here. When I had to go to the dentist yesterday, you were here to go with me."

"Are those the only reasons?" her mother asked.

"I can tell you things," said Margie.

"I like that," said her mother. "Yesterday you told me about the dog in the yard on the way to school. I was glad you told me because I could say to you that Mrs. Martin always keeps the gate closed so you won't be frightened, even though old Dag likes little girls."

Mother tucked Margie in and gave her a kiss on the tip of her nose.

"I'll tell you a secret," she whispered, "I love you, too!"

—Mary C. Odell

Luoma Photos



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Thinking About Night (P, J)

In planning nighttime experiences for your children, include a trip to the library or to buy for your child's own bookshelf such lovely volumes as *Small Rain*, by Jones; *Listen to the Night*, by Kelling; *A Child's Grace*, by Bannister; *Prayer for a Child*, by Field; or *Tell Me About God*, by Jones.

Read aloud *The Lamplighter* by R. L. Stevenson. Ask your older children what it means to go to bed with the chickens. Go on to combine their suggestions with your own wider knowledge of how life has changed since the discovery of incandescent lighting. Be sure to talk about some of the privileges which primary and junior children can enjoy at night. Mention staying up later at night (this may mean a family adjustment at this point), catching fireflies in the summer, attending special events, and stargazing.

If you live where it is possible, visit a planetarium after checking the age required for admission. Wherever you live, go outdoors after dark and let the "heavens declare the glory of God."

Some evening gather around the piano to learn "God's Dependable Plan," printed on this page. Use stanza 2 for the younger children. It may help to increase their sense of security at night. Introduce a hymn such as "Now the Day Is Over," or use the campers' favorite, "Day Is Done."

Perhaps an older child may read or recite "The Lovely Night." Another member of the family may read Psalm 4:8 or the whole family may say it together. Close with a circle of sentence prayers for God's care at night or by reading the prayer printed above the song.—Harriet B. Dowdy

Bible Verses

"Surely the LORD is in this place; and I did not know it."

—Genesis 28:16.

In peace I will both lie down and sleep;

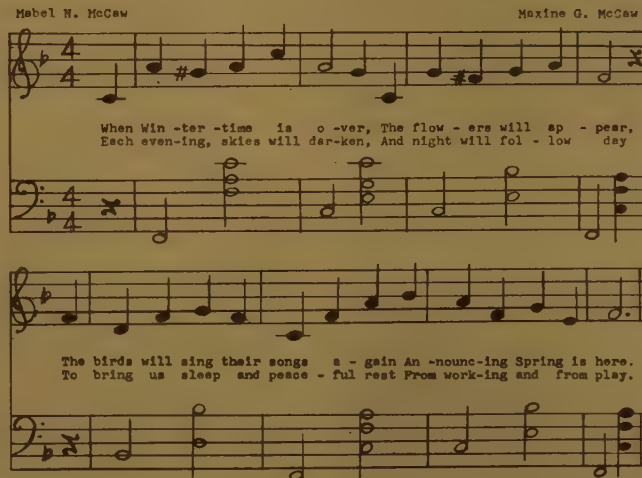
for thou alone, O LORD, makest me dwell in safety.

—Psalm 4:8.

Prayer

Thank you, God, for planning nighttime so that families may rest. Forgive us if we have spoiled today and help us to do better tomorrow. Amen.

God's Dependable Plan



Mabel N. McCaw

Maxine G. McCaw

When Win-ter-time is o-ver, The flow-ers will ap-pear,
Each even-ing, skies will dar-ken, And night will fol-low day

The birds will sing their songs a-gain An-nounc-ing Spring is here.
To bring us sleep and peace-ful rest From work-ing and from play.

Here is another stanza that you may sing to the song above.

As long as God's earth stays here
These things will be, I know,
For in His wisdom and His love
He planned them to be so.

Whispering Rain

I like to hear the rain
Against my windowpane;
It whispers gentle things
And softly, softly sings.

It whispers God will keep
Me while I soundly sleep,
And then, in warm delight,
I hear it say, "Good night."

—Florence Pedigo Jansson

The Lovely Night

The night is lovely, soft and dark
A pleasant time for sleeping,
And through my window every
night

The little stars come peeping.
I like the dark; I'm not afraid;
For all night long, you see,
Through the dream-sweet house
of sleep

God will watch and keep me.

—Dorothy Walter

Going to Bed (K)

It was nice when Mommy and
Daddy were home at bedtime
First Robbie had his bath and

Mommy tucked him in
to his little crib with
Bongo, his bear, close
beside. Then Kim would
have a special big-girl
time all alone with
Mommy and Daddy.
She could bathe her-
self except for the cor-
ners, and when she was
all through there was
always a favorite story

It was almost nicer
when Mommy and
Daddy went to choir
practice and a big girl
named Joyce came to
stay with the children.
Robbie dragged out all

his animals and Joyce played
with him in a way grown-ups for-
get. Kim told Joyce about Bongo
and about the little red cup from
which Robbie drank his milk.

"Kim," Joyce would say, "you
are such a good helper, I think
you should have two stories to-
night!"

When Mommy and Daddy
came home, they always came on
tiptoe into Kim's room to see if
she was asleep. Kim loved to
reach out to both of them as she
said, "Oh, Mommy, we had such
fun! Thank you for inviting
Joyce to play with us!"

—Harriet B. Dowdy

The Rainbow's Promise

When the pouring rain is over
And the sun comes peeking
through,
Then we see the lovely rainbow
Arching high across the blue.

God who loves us sends the rain-
bow,

It's a promise sure and true,
Glowing there across the heavens,
Saying, "God will care for you."

—Dorothy Walter

God Cares (K)

"Daddy, guess who
came to our kindergar-
den today," Dotty said
as the family was eating
linner.

"Tell us about it,"
Daddy said.

"A blind woman
came. She could read
and play the piano."

"And she could tell I
was a boy," said Don-
nic, Dotty's twin brother.

"What did she read?"
asked Mother.

"She brought a big
book with bumps on
it," said Donnic, "and
it was her special Bible.
She used her hands to
feel, and she read ---"

"She let us feel the
pages, too," Dottie broke in.

"How did she know you were a
boy, Donnic?" asked Mother.

"She felt my shirt with buttons
down the front, and my hair,"
Donnic replied.

Dottie looked thoughtful. "Is
she afraid, Daddy?" she asked.
"She told us that being blind is
like having it night all the time."

"Yes," Daddy said, "but she
knows that God cares for her. Her
ears are trained to hear very well
and you said she could feel. That
is how God helps care for her. She
feels safe."

"I'm glad," said Dottie.

—Pearl Barnes Smith

A Bible Passage

*I will give thanks to the LORD with
my whole heart;
I will tell of all thy wonderful
deeds.
I will be glad and exult in thee,
I will sing praise to thy name,
O Most High.*

—Psalm 9:1-2.

Prayer

Dear God, there is so much for
which we need to thank you. All
of your plans for us are good, and
we are glad. Help us always to
remember to be grateful. Amen.



—Wacker from Monkmeier

I Wonder

So many things about me
I cannot understand,
Although I know God made them
With His own loving hand.

How can the caterpillars
Change into lovely things:
The flitting, golden butterflies
With fragile velvet wings?

I wonder how the small seeds
grow:
What holds the stars above.
I only know God made them,
And keeps them with His love.

—Dorothy Walter

Thanking God (P, J)

Do you sometimes feel afraid?
When you are, do you ever think
of God's promises? Does it com-
fort you to know God says, "I am
with you"? Do you think of this
as you express your thanks to God
for his care of you?

Look at the picture on this
page. What do you think the
boys are saying in their prayers?

Perhaps you would like to make
your own prayer, thanking God
for helping you to feel safe all
through the dark night. You may
make a litany, or a responsive
prayer. One way to do
this is to sing the re-
sponse. You may make
up your own tune for
it. Or you may use the
litany given here.

For the pouring rain;
For the sun that follows,
For the rainbow that
arches the sky
*We give thanks to thee,
O God, we give
thanks.*

For the promises of love
God gives to us,
For the wonder of cater-
pillars that become
velvet butterflies,
*We give thanks to thee,
O God, we give
thanks.*

For the wonder of the
growth of small seeds,
For the stars that hang

high above us,
*We give thanks to thee,
O God, we give thanks.*
For the feeling of security that we
have because we know that God
loves and cares for us,
*We give thanks to thee,
O God, we give thanks.*

We usually do not think of the
colors of the things we see at night.
Make a list of the colors you see
at night such as the blue of the
sky, the violet of shadows, the
orange of lamplight, the yellow
gleam of starlight, the silver sheen
of moonlight. Thank God for
such beauty.

—Pearl Barnes Smith

the LAZY Yellow Warbler

a true story

by Virginia W. Struble

"Tsee-tsee-tseeta-wee," a bird trilled.

The children playing quietly in the shade of a lilac hedge in Ray's yard looked up. Ray saw it first and showed Elizabeth. The bird sat on a twig, a tiny figure in yellow feathers with red stripes on his breast.

"It's the Yellow Warbler," Ray whispered. "A pair builds in the lilac bushes every spring. We think they must know how pretty they are against the purple blossoms."

"He's pretty all right," said Elizabeth, "but I'm tired of sitting." She picked up her jumping rope. "Watch me jump 'pepper.'" She spun the rope so fast Ray couldn't see it.

"Ouch!" she cried as the rope caught on a branch, broke and snapped back to hit her. "Well, that's done for." She dropped the two pieces of rope and went to help Ray with his construction set. They were making a windmill and had it almost completed.

"These lilacs are about the sweetest thing I ever smelled. It sounds to me as if the bird is singing, 'Sweet, sweet, sweeter.'" Elizabeth giggled.

"Maybe he is." Ray laughed too. "Mother says birds can smell."

Elizabeth added three pieces to the windmill and then nudged Ray. "Look!"

A greenish yellow bird sat on one end of the broken jumping rope.

"That's Mrs. Yellow Warbler," whispered Ray.

"But what's she going to do with

the rope?" insisted Elizabeth.

They watched while the bird pecked at the inside of the rope and pulled out a bit of cotton. Then she flew up into the bushes.

"What do you know!" exclaimed Elizabeth. "It isn't rope at all. It's knitted string stuffed with cotton."

Quickly the bird glided back down and took another bit of cotton.

"She's lining her nest with it. If she wants cotton, I'll get her some more." Ray ran into the house.

"Mother, may I have some cotton? Mrs. Yellow Warbler wants it for her nest."

"Of course." Mother gave him the end of a roll of cotton from the medicine cabinet. He took the cotton wrapped in blue paper and ran outside. He remembered to shut the screen door carefully so as not to frighten the bird.

Mother followed Ray into the

yard to watch.

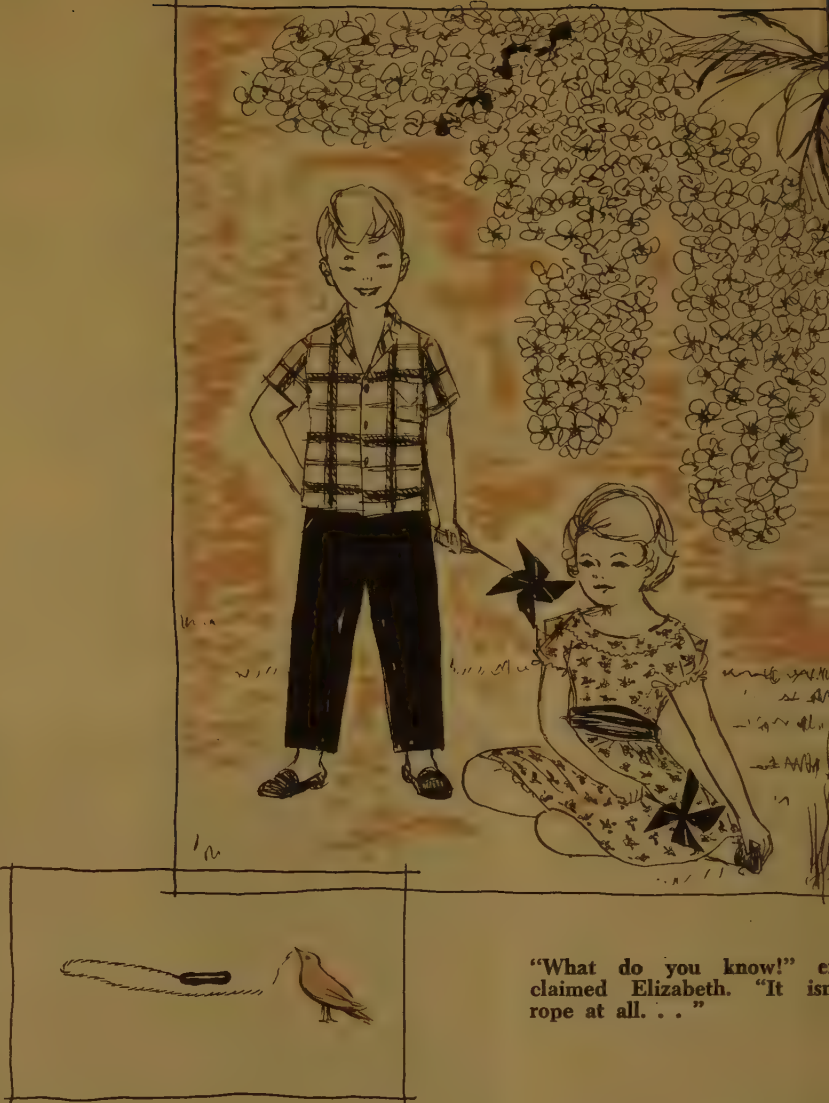
Ray tore off a small piece of cotton and laid it near the broken jumping rope. Mrs. Yellow Warbler picked it up greedily. Elizabeth laid out another piece and the warbler took that.

"Her nest will be nice and safe for the little birds." Ray laid out another piece. "I'm glad we can help her."

Mother stepped back to look at the nest. "There it is," she said, pointing to the top of a bush. "She is building the whole nest with cotton. See how white it is. I wonder . . ." Mother went back into the house and the children took turns giving cotton to the bird.

At five o'clock Elizabeth went home. When Dad came, Ray went to meet him and greeted him with "I helped Mrs. Yellow Warbler build her nest. Come see."

(Continued on page 28)



"What do you know!" exclaimed Elizabeth. "It isn't rope at all. . ."

Illustrated by Winifred Jewell

a new open door policy

how one community
welcomes newcomers

by Mary Ellen Prime

"THE HARDEST THINGS ABOUT COMING to live in the United States are first, the strange food; second, I can't speak English well; and third, the way Americans treat other colors."

These are the words of a war-bride from Japan, and they stir the imagination as to what it would be like to be a newcomer to our country.

Because the imagination and sympathy of some Methodist women in San Francisco were stirred by the plight of such newcomers, a project was started in 1951 to teach them English. Through that very practical and much needed service it was possible to extend to them Christian friendship and concern. The project has grown to include several other northern California cities where there are sizable migrant communities, and it includes women from many denominations as volunteer workers.

These women give one hour a week to the basic work of teaching conversational English to one or two newcomers, most of whom are war-brides. The class may take the form occasionally of trips to the park or zoo, with the children included. Or a shopping trip may be planned to give the student the benefit of the teacher's help in learning to speak correctly and understandably with tradespeople. Sometimes a cooking lesson is incorporated into the English lesson. Remember, American food is strange and new to these women. Most of the lessons, however, are simple explorations of our difficult English language with the help of a basic text-book, pictures, household objects, and whatever else in the way of teaching aids the teacher's ingenuity may produce. For many of the students the contact with the



—H. Armstrong Roberts

In 1959 there were 103,931 persons who took the oath of citizenship. These along with even more recent newcomers present a challenge to churches, homes and communities across our nation.

volunteer teacher is the only real one they have with American life outside their homes. The narrowness of a life limited to contact with the immediate family and perhaps some relatives is acutely felt by these women. Loneliness and a feeling of stupidity because they are unable to communicate with others are characteristic of them. One war-bride says, "I go to a party with my husband. When I go in, I say 'hello.' When I go out I say, 'goodbye.' The rest of the time I am silent."

The choice is between staying home and being lonely or going out and feeling both lonely and strange. Even the relationships within the family are often rather difficult. A Japanese war-bride gave as one of her reasons for her intense desire to learn English her inability to argue with her husband! She feels that because she is unable to express her thoughts and feelings clearly, he always has his way about things.

What these women are looking for is a normal life in this new land. Some of them have been here as long as five years without having learned enough English to converse adequately. Many are unable to get out to night-school because they have small children, and now they are watching their children grow up with the same problems they face. American born though most of the children are, they cannot speak English adequately because they do not hear it enough at home.

One teacher had the experience at her third or fourth lesson of having the little four-year-old girl sit down beside her with her mother's book open,

(Continued on page 28)

ARE THERE SOME THINGS about eating in your home which you would like to change? This is such an important time! The evening meal and week-end meals often are the only occasions when the whole family is together. Digestion is halted by tension, disputes, and the negative attitudes which sometimes spoil the atmosphere.

There should be a rule for everyone that unpleasant topics are avoided while eating. This is no time for Mother to complain to Father about Junior's disobedience, or to nag a child or partner, or for one youngster to tattle on another. In one family where an older child was beginning to ruin meals by correcting the younger children, this slogan, found in a quote book, was adopted: "I have one person in the world to improve, that is myself. My duty to other people is to make them happy."

Families have different ways of "saying grace" or returning thanks before eating, and this should never be neglected or "got over with" in a hurried, thoughtless fashion in a Christian home. Often it is a help to use a variety of short graces for different meals, and to give different members of the family the chance to pray a prayer of gratitude for food. Some families like to repeat a grace in unison and at a special meal, such as one on Sunday. Singing a brief hymn of praise is an enjoyable substitute.

Even a little child can be trained to be quiet during the saying of grace. He will copy the older members of the family as they bow their heads, and when he is old enough, he will take his turn in this custom.

Whenever a young mothers' club meets to discuss difficulties in bringing up their children, several of them are likely to say, "My son (or daughter) just won't eat properly!"

Why have meals become a problem in so many homes where there is a little child? What can mother do to prevent eating from degenerating into a battle over "Clean up your plate?"

Every child is different and there

For
less
TENSION
try

THIS WAY To Happy Family Meals

by
Nancy
Cleaver

are no rules which cover every situation. There is a pattern which many mothers have found conducive to happy mealtimes and to establishing good eating habits. Meals should be served regularly and attractively. Children should be seated comfortably.

Children like their own cup, plate, and eating utensils, and they should be of sensible design and easy to use. A bowl-shaped plate makes it easier for a child to feed himself. Most youngsters learn to use a spoon efficiently between 18 and 24 months. If a child is eager to be independent, he should be allowed to go ahead.

When it comes to food, mother should think in terms of a balanced diet over a day's and week's duration and not "a balanced meal." Growing children do need fats, carbohydrates, proteins, mineral substances and water, as well as vitamin D in cod-liver oil (except in the summer months). Parents sometimes have become so eager that their child eat the "right" foods that they have forgotten what kind of foods appeal to little folk.

When a child refuses to eat, look for the reason. Perhaps he has been "piecing" between meals. Maybe he is too tired from play and needs a little rest before eating. It might be that worry or anxiety about something has de-

stroyed his normal desire to eat. The little child whose birthday is being celebrated can lose his appetite because he is so excited.

What should Mother do when her child will not eat? She should control her concern and not threaten, bribe, nor reproach the child "to finish up his meal." Serve a reasonable amount and if it is not eaten in twenty minutes remove it. Do not allow the child to help himself to food until the next mealtime.

When children are public school age other meal problems crop up. Small boys have an enthusiasm for soap and water and little girls, too, can be careless about washing their hands before eating. One way to get their co-operation is to explain to them that this is necessary to be healthy and to be able to play outdoors. Another way is to have Mother or Dad to "wash up" at the same time as a child.

In order to make meals more enjoyable many families adopt the practice of each person relating the most interesting thing they did or saw that day. In the household, where two pupils were studying history, on school days each was given the opportunity of dessert time to tell in his own words a current event he had read.

The author is a free-lance writer.

the papers. Mother or Dad commented on this, and if they could, added further information on the topic.

Discussion about special diets is a recent fad and however fascinating or vital this subject may be, it is taboo at meal time. Even if Mother or Dad is diabetic or subject to gall bladder or other attacks or wants to lose weight, this should not lessen the enjoyment of the rest of the family as they eat "forbidden" foods from the dieter's special sheet. If it is a child who is too fat or too thin, who is on a special diet ordered by a doctor, it is of special importance that no comment be made to make the youngster feel conspicuous, rebellious, or in the role of a martyr. The teen-age boy or girl afflicted with pimples must often avoid rich and fried

foods, chocolate and certain other things, as well as follow a thorough soap and water cleansing routine. At this age critical personal comments at meal or any other times should not be made.

If there are adolescents in the family, numerous phone calls from their friends may be a threat both to meal and study times. Many households have solved this in a Family Council by agreeing to let their friends know that they are not to be phoned during these hours, and at the same time suggesting a more convenient time (with a limit of a certain number of minutes for each call).

The vexation of tardiness in appearing at meals is often avoided by giving a warning five minutes before the meal is put on the table and then ringing a bell promptly at mealtime. Late comers, old

enough to do so, must serve themselves.

Variety is the spice of life and most mothers try to provide enjoyable menus, and include in them from time to time dishes which are special favorites. When I was a child, my mother always made chocolate pudding because it was the one I liked best for my birthday supper. In our family we have followed the plan of the birthday-person choosing the food for the evening meal. Gelatine desserts, ready-mix puddings, muffins, and cakes fascinate children and they love to eat their own "productions." Small boys as well as girls can take great pleasure and pride in cooking. If they can invite a chum as a guest for a meal they have prepared or helped prepare, this is quite a stimulus to

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—H. Armstrong Roberts



by
Paul
Gessner

Clean Out These Common FIRE HAZARDS

THOUGH FIRE STRIKES 800 HOMES
DAY, five minutes of thought on your part may
your home of nearly all the common fire hazards
responsible for this toll. The following quiz, from
the National Board of Fire Underwriters, offers
room by room, attic to basement checklist by which
you can measure the safety of your home.
questions may be answered by a simple "yes"
"no"; a "no" points clearly to a fire hazard.

Kitchen and Dining Room

1. Is the range clean—the broiler, oven, and
burners free of grease?
2. Have you hung curtains and towels so they
won't blow over burners?
3. Is there enough clearance between stove and
walls for ventilation?
4. Are members of your family forbidden to start
fires in the fireplace, furnace, or stove with kerosene
and other flammable liquids.
5. Have you made sure that several electrical
appliances, such as the toaster, waffle iron, and coffee
percolator, are not connected to one outlet?

From the National Board of Fire Underwriters, 85 John Street, New
York 38, N. Y.

Living Room, Bedroom, and Bath

1. Is there enough space around your television for proper ventilation?
2. Has a lightning arrestor—preferably one listed Underwriters' Laboratories, Inc.—been installed on the antenna lead-in?
3. Is your television set UL-labeled?
4. Are worn lamp and extension cords immediately replaced with new ones?
5. Have you removed extension cords strung around the room—under rugs, over nails?
6. If there is a wood-burning fireplace, is it protected by a metal screen?
7. Is the fireplace chimney cleaned and inspected periodically?
8. If a portable heater is in use, is it turned off before you go to bed?
9. Is the portable heater placed where it cannot be tripped on or overturned?
10. If you use portable gas heaters or appliances, are shut-off valves installed in the metal gas pipe line?
11. Do you make it a rule never to smoke in bed?
12. Have you put the radio or any other electrical appliance out of reach of anyone bathing or clutching a water faucet?

Basement and Attic

1. Have you cleaned out accumulated rubbish?
2. Have you thrown out those old clothes, toys, and magazines that you "hate to part with?"
3. Is the furnace clean and in repair? Is it inspected each fall?
4. If your home is heated by oil or gas, is the equipment inspected and serviced on a regular basis?
5. Are you careful never to store paints, turpentine, rubbish, or kindling near the furnace?
6. Do you use covered metal containers for ashes?
7. Is the inside basement door at the head of the stairs tightly fitted and kept closed at night?
8. Are all stove pipes and chimneys clean and in good repair?
9. Are walls, ceiling, and partitions near boiler, stove, burner, and heating pipes protected by non-combustible insulation—or is adequate clearance provided?

Garage and Yard

1. Have you cleaned the garage floor of oil drippings?
2. If the garage is attached to your house is the door between always kept tightly closed?
3. If you store paint and varnish in the garage, are containers always kept tightly closed?
4. Have all combustible rubbish, leaves, and debris been removed from the garage and yard?
5. Are trash and refuse burned in a suitable outdoor rubbish burner?
6. Is an adult always present when trash and rubbish are being burned out-of-doors?
7. Have weeds, dried leaves, and rubbish been removed from adjoining vacant lots?

A Few General Household Precautions:

1. Are ash trays kept handy—and are they always used?
2. Do you keep matches out of children's reach?
3. Do you make sure to put out all matches, cigarettes, and cigar butts before disposing of them?
4. Do you hire a competent electrician to repair or extend electrical wiring when necessary?
5. Do all rooms have enough outlets so as to avoid improper use of multiple attachment plugs?
6. Have you provided special circuits for heavy duty appliances such as washing machine, refrigerator, range, ironer?
7. Do you use fuses of proper amperage for your household lighting circuits?
8. If you use an oil mop, do you keep it in a metal container or in a cool, safe, well-ventilated place where it will not catch fire by spontaneous ignition?
9. Have you forbidden your family to use gasoline, benzine, or other similar flammable fluids for cleaning clothing and floors?

If you use this quiz as a safety blueprint, you will be going a long way toward the provision of "matchless" security for your home and family.

FIRE HAZARDS

in
your
yard?

TRASH FIRES—which can so easily get out of control—can be kept reasonably safe if you follow these precautions suggested by the National Board of Fire Underwriters:

Never light an outdoor fire on a windy day.

Before burning rubbish or leaves, set out, and attach, your garden hose. Keep it in readiness until the fire is completely out.

Burn trash in a wire mesh basket or a metal container with a cover slightly ajar to prevent embers from scattering. Set it well away from any building, fence, or tall grass.

Keep children away.

Stay with your fire until it is out and the ashes are cool enough to touch.

A Further Word About Spring Clean-Up:

Using a blow torch to remove paint is a dangerous practice. There is danger, too, in indoor use and handling of paint removers containing volatile, flammable liquids, or solvents.

The National Board suggests removing old paint by these safer methods: scraping, sanding, wire brushing, using non-combustible paint removers or an electric paint remover of a type listed by Underwriters' Laboratories, Inc.

Follow this expert advice, and you'll be able to say "rubbish" to the threat of trash fires.



I. The Family Prepares for Easter



Purpose

Most every parent in the church feels that his children should be in church with him and yet at the same time he realizes the limitations, the disturbances they may cause, perhaps their inability to allow others to worship. At the same time, he feels somewhat guilty when he allows them to remain at home, or even when he deposits them in their own rooms in the church with well-qualified persons guiding their educational activities. Most parents, despite the difficulties, will take the family to church on special occasions, even if at no other time. It is the purpose of this meeting to consider the problems, children's needs, the opportunity and ways to prepare for attending church as a family group so as to make the best of the situation with greatest possible values for all.

Preparation for the Meeting

It will be interesting to ask some parent to prepare a three-minute speech on the values of the entire family attending worship together at Easter. Ask another to prepare a list of problems that could arise, and have these posted on the blackboard or on a large sheet of paper. A third person can be asked to prepare a brief devotional using as his Scripture Deuteronomy 6:4-7.

Plan for yourself to, or ask someone else to, gather books that will be of interest to parents as they prepare for Easter with their children. Arrange them in an interesting display. In addition to the books listed with the article "Your Family in the Church," books such as the following will be of interest:

Demaree—*I Choose the Way*
Hays—*Easter Fires*
Denker—*That First Easter*
Hill—*God, Help Me Understand*
Jones—*His Name Was Jesus*
Wolcott—*God Cares for Me*
Fitch—*A Book About God*
Jones—*Tell Me About Jesus*
Jones—*Tell Me About Heaven*
Marsh—*The New Little Fuzzy Green Worm*

Conducting the Meeting

It will be well to begin the meeting with devotions. Then introduce the purpose of the meeting, recalling in a few, well-chosen words your own experience or lack of experience with attending church as a family.

This might be followed by the posting of the list of problems involved with a brief explanation or discussion of them. Follow this with the three-minute speech on the values of attending church with the family. Divide the group

into small groups of five or persons and ask them to discuss for the next seven minutes how they might proceed in the future to solve these problems, or prevent them from arising, without at the same time losing any of the values recognized in the first speech.

This is a situation that would make good role play. When time for small group discussion ended, suggest that they choose one for the father, one for the mother and decide on the ages, sex, and characteristics of the three children, assign roles, and choose the problem or problems. Allow five minutes for each role play. Ask observers to watch for:

1. Indications that the problem is being solved.
2. Ideas of the church that are being portrayed.
3. Feelings that are being expressed.

When each role play has been given and discussed, lead the group in making a companion list to the list of problems with which the group started, this time listing the ideas the group now has for helping to prepare children for attending Easter worship with the families.

Close with a brief prayer and allow plenty of time for the members of the group to browse among the books displayed.

II. When a Child Joins the Church

by Doris Clore Demaree

urpose

Joining the church—making the decision for Christ is a momentous occasion. It might well be the most important time in a child's life. Birth, death, marriage, illness, health are concerns of the family. Much is made of these concerns. The whole family is involved. As members of the Christian church we have done little in involving the entire family in the big decision-making celebration of joining the church. The purpose of this meeting is to recognize the importance of this event and the ways that the family can prepare for helping the child toward and in this celebration.

Preparation for the Meeting

Arrange with your pastor to be at the meeting ready to explain to the group his plans for the church membership class and to be a resource person as the parents raise questions. Ask the sixth grade church school teacher to bring their lesson materials and be ready to explain briefly to the parents what is being done in the class to help sixth graders to be ready for accepting Christ and becoming a more responsible person within the church. Ask the youth

director to do the same in the youth area.

It will be well if the person responsible for the book display at the last meeting will continue the display. To it at this time should be added such books as:

McCaw—*This Is God's World*
Demaree — *All Mine? Not Really!*

Ask someone to plan a brief devotional service for the close of the meeting. It might well be based on the scripture passage, Luke 2:41-52. Phillip's account from *The New Testament in Modern English* will be especially meaningful here.

Conducting the Meeting

Begin the meeting with a brief recall of the story introduced in the first part of the article, "Your Family in the Church," and the recognition that this or a similar situation may have happened or will happen in some of the homes of those in attendance during this current Easter season.

Ask the junior and youth representatives in turn to show their curriculum materials and explain what is being done in their classes to prepare the way for this to be

a meaningful experience. Allow some time for the parents to raise questions if they have any.

Introduce the pastor and ask him to explain about the church's plans for preparing those children who indicate any kind of readiness for this step.

Divide into groups of three to discuss the three presentations, and raise three questions or concerns. Ask that these be written on separate pieces of paper. Return to the larger group for discussion of these questions. The junior and youth leaders may take these questions in turn and ask them of the pastor, or, if time allows, the questions can be sorted into separate categories and groups of similar questions raised in succession before the pastor is given the floor for reply. If at all possible, time should be allowed at the close for other questions to be raised.

Be sensitive to the group needs, take advantage of any desire or felt need for further discussion or study on the part of the parents.

Close with the devotional and allow some time for examining the books. It may be well to call their attention to the new materials in the exhibit.

1. The Family—First Community of Faith

by Ruth Lentz

Two meeting plans for parents
discussion groups or class

Purpose of the Meeting:

To lead the group into a clearer understanding of its individual and family responsibilities as primary teachers of religion and as demonstrators of the power of Christian faith within the home.

Preparing for the Meeting

Assign the Biblical material to two couples to be used as part of the devotional period.

Read the article "Home and Church—Partners in Creative Faith." Note the three division: 1) Biblical background; 2) the part of the family in Christian nurture; 3) the responsibility of the church.

To two persons, assign the presentation of brief interpretations of the Scriptural bases for spiritual nurture in the home, found in both the Old and New Testaments.

Devotional Suggestions:

Scripture passages (may be presented by two couples) dividing the Old Testament from the New Testament.

Old Testament:

Deuteronomy 6:4-9; Proverbs 1:8; 4:1-4; 3:1-5; 6:20, 21

New Testament:

2 Timothy 1:5-7; Romans 16:5; 1 Corinthians 16:19; Philemon 2

Hymns are to be found in *Christian Worship—A Hymnal*:

"Lord, Speak to Me," No. 470

"O God, Whose Love Is Over All," No. 175

These hymns are effective as prayers, spoken or read, as well as sung.

Conducting the Meeting

Following the opening devotional period, the leader introduces the interpreters of the Biblical readings. There should follow a brief résumé of the second section of the article dealing with the area of the family responsibility in teaching the Christian faith.

Divide into small groups for informal discussion of two questions:

1) How does our family teach religious truths at home?

2) How does the church aid my family in developing a mature Christian faith?

List the findings of the groups on a chalkboard or

flip-chart, separating them into two columns.

As a group, discuss the areas that need major consideration such as:

- 1) Inadequacy of Biblical knowledge;
- 2) Vague and immature ideas about God, Jesus, the church, prayer;
- 3) Meaningful patterns of family worship;
- 4) Pressure of time and other interests (clubs, schools, social position).

Questions to Stimulate Discussion:

Why is it difficult for adult Christians to answer their children's questions about God, Jesus and prayer?

What kind of a God is delineated by an indulgent parent? indifferent parent? punitive parent?

What are more constructive, positive characteristics? (forgiving, disciplined, or controlled)

What "other gods" are worshiped in our homes? (pride, possessions, position, gadgets, secularism)

How can one describe the "atmosphere" or "mood" of a home?

What damaging influences creep into the modern home today in subtle ways? (television programs and commercials, comic books, social pressures)

Conclusion

Lift up areas of special need that the group feels are worthy of further discussion and action, such as study sessions on "What We Believe" or the provision of helps for family worship. Assign responsibility to several individuals for implementing their requests.

Further Resources

Books

The Layman Builds a Christian Home—Vernon J. Chambers. Bethany Press, St. Louis, Mo., \$1.75

Christian Happiness in the Home—F. W. Wimmermann. Bethany Press, St. Louis, Mo., \$.75

The Church in Our House—Thomas and Elizabeth Thompson. Christian Education Press, Philadelphia, Pa., \$.60

Opening the Door for God—Herman Swanson. Westminster Press, Philadelphia, Pa., \$1.50

AUDIO-VISUAL

"For the Record" Sound Filmstrip from Family Life Audio-Visuals Kit, Audio-Visual Department, United Christian Missionary Society, Indianapolis, Indiana. Rental \$2.50

2. The Church—Fulfillment of Family Faith

based on the article "Home and Church—Partners in Creative Faith," page 11

Purpose of the Meeting:

To assess the facets of the church's program in helping families to know and to live their faith; to emphasize the parents' responsibilities in undergirding the church's program for families.

Preparing for the Meeting

Assign a recorder to keep notes on the findings of program 1 for reference at the second meeting.

Appoint a small group to provide for the opening prayer and a simple service of commitment to close the program. Suggestions are given under the Devotional Guide.

If your church has a Family Life Committee, invite its chairman or members to attend and to be prepared to present its purpose, aspects of its program and future plans to the group. Or assign someone to interview the minister and/or minister of Christian education for this information.

Ask one of the group to review the main points of the study article "Home and Church—Partners in Creative Faith."

Devotional Guide

Open the meeting with a prayer for the work of the church as it seeks to assist families in their God-given task. The group might respond by singing stanza 4 of the hymn, "The Church's One Foundation" from memory. (This famous hymn by Samuel Stone was written as a "chain of Biblical phrases" to impress on the minds of his parishioners the divine nature of the church.)

At the close of the meeting conduct a brief service of commitment, as parents, dedicating themselves to their obligations as teachers of the faith and as church members, to the strengthening of the witnessing program of the church.

Suggested hymns from *Christian Worship—A Manual*:

"O Church of God," No. 432, "Our Church Promises," No. 425.

Suggested benediction: Ephesians 6:23, 24

Conducting the Meeting

Following the opening prayer and hymn, the leader could ask the recorder from the previous meeting to review the findings, especially under the question, "How does the church aid the family in developing a mature Christian faith?"

Have a short, to the point, résumé of the article "Home and Church—Partners in Creative Faith."

If a representative of the Family Life Committee

of the Church is present, or if an interview has taken place with the minister, allow time for their presentation of their function in the total church program. Encourage questions and recommendations.

Questions to Stimulate Discussion

1. As parents, how familiar are we with the church's program and purpose in the area of Family Life?

2. Does our criticism of the church, its members and ministers in any way affect our children's religious faith?

3. How many families is our church reaching with its program of education, evangelism, worship, and service?

4. Do the services of worship provide an atmosphere of wonder, grandeur, and reverence that a child may feel? Do the sanctuary services have elements at the level of understanding and appreciation of children of primary and junior age?

5. How are we challenging our families as members of the Church Universal to have vital concern for all peoples of the world?

6. Is our church providing counseling, visitation, family night programs and demonstrations, literature, service projects, classes for skill in worship, discipline, family council plans, dedication services for parents and children, new home dedications?

Close the discussion by formulating several recommendations to the Family Life Committee or Church Cabinet that will insure a larger, more valid program in these areas of concern.

Resources for the Study

BOOKS

What We Believe—James Flanagan, editor, Bethany Press, St. Louis, Mo., \$1.25

Christian Worship by Families—Richard E. Lentz, Bethany Press, St. Louis, Mo., \$.75

PAMPHLET

"The Church's Opportunity in Family Education," National Council of Churches, 475 Riverside Dr., New York 27, N. Y.

PERIODICAL

"Hearthstone," March, 1960

AUDIO-VISUAL MATERIAL

Sound Filmstrip—"The Church Serves the Family," rental \$2.50

Film, 16 mm., "Faith of Our Families" (40 minutes), rental \$11.50, Audio-Visual Dept., United Christian Missionary Society, 222 S. Downey Ave., Indianapolis, Ind.

The Lazy Yellow Warbler

(Continued from page 18)

Ray pointed out the nest in the top of the lilacs.

"She certainly has a soft nest," said Dad. "Didn't she use anything but cotton?"

"No," answered Ray. "I gave her all the cotton she wanted. I'm glad I could help her."

That night Ray heard it raining. It tapped on the roof, ran down his window pane to splash on the sill and ground.

The next morning before breakfast Ray ran out to see the warbler's nest. It no longer looked like a nest. It hung from a twig—a soggy mass of wet cotton. On the ground under the bushes lay a tiny, broken egg. Ray looked at the greenish, spotted shell smeared with yellow yolk and swallowed hard.

"Dad! Mother! Come look!" he shouted.

His parents came into the yard and saw the ruined nest and broken egg.

"I didn't really help Mrs. Yellow Warbler after all," he said sadly. "I just helped her to be a lazy bird."

This Way to Happy Family Meals

(Continued from page 21)

a young cook's enthusiasm. The present popularity of back yard barbecues has certainly enlisted a whole array of husbands and sons as eager chefs. One of the secrets of success is to let Dad and the boys cook a meal *all by themselves* without any suggestions or interference from the "girls."

"Once the meal is eaten, there is always the dishes!" Is this a familiar wail in your household? One way to ease this chore is for everyone to carry out his dishes to the kitchen, scrape the dirty ones, and pile them neatly after each meal.

A schedule, written out on a calendar, so there can be no dispute about whose turn it is, works well. Mother and Dad should let the children plan and carry out what they consider a fair plan for washing the dishes for the evening meal and some of the week-end meals. Children enjoy running their own affairs, even an unpopular activity such as dish-washing and, Mother, although she must see that a good job is done, should offer as few suggestions as possible.

The years when children are all home around the dinner table pass swiftly. There is no finer gift parents can give to their children than happy memories of meal times. Well-planned menus, nutritious food attractively served, a nicely set table on a clean cloth, all have their place, but the atmosphere during a meal is important too.

A New Open Door Policy

(Continued from page 19)

waiting expectantly for a lesson—which, needless to say, she got. Better, yet, the teacher's children can be informal teachers as they play with the student's children, and many of the newcomers appreciate this contact for their little ones as much as for themselves.

While the project has for its primary purpose the bridging of the deep gap of loneliness and strangeness for these women, the values for the volunteers are tremendous, for as they teach and guide they are also learning by direct contact the life of another part of the world. This kind of grass roots exchange of cultural understanding cannot help but be significant on a social as well as an individual level as we seek to know those of other nations and races so that we can act as their brothers.

Another significant aspect of this project is that it often serves as the initial contact point between the newcomer and the corporate Christian fellowship which the volunteer represents. If she is thus enabled to find her place in this larger fellowship, the volunteer will have opened to her great resources for learning to be at home both socially and spiritually.

A project such as this is possible in any community where there are newcomers of any nationality. Funds and organization are of little importance. The only real need is for one or more concerned persons to seek out these strangers and offer them this aid. The awareness that someone cares about them will mean as much as the actual help given. And the doors of understanding that can be opened on both sides are innumerable.

Biblegram Solution

(Biblegram on page 10)

SOLUTION: "Do not rejoice when your enemy falls, and let not your heart be glad when he stumbles; lest the LORD see it, and be displeased, and turn away his anger from him" (Prov. 24:17-18).

The Words

A Echo	M Shade
B Seal	N Tough
C Meal	O Tented
D Twined	P Pennant
E Bound	Q Silly
F Rough	R Destroy
G Hearth	S Instant
H Joey	T Summer
I Flee	U Doily
J Label	V Soared
K Wharf	W Ride
L Manner	X Webs

Your Teen-ager Entertains

(Continued from page 10)

It is embarrassing for your son or daughter to send out invitations to a party and then have you take over as host or hostess when the guests arrive. Your teen-ager is leaving childhood behind him. He must learn how to shoulder responsibility and he must learn how to get along with people. Playing host or hostess at a party is an excellent way to get a taste of both.

Let him feel that this is his party and that its success depends upon his planning. Discuss ahead of time the things that make for a successful party: have everything planned in advance; mix with all the guests, not just with the favored few; making sure that guests are comfortable and at ease; being a relaxed host or hostess so that guests will be relaxed too.

When your teen-age son or daughter entertains, are you suspicious of everything they do, or do you move the young people make or do you ignore them altogether?

These are the two extremes to avoid. Your children need to feel that you trust them. This helps them to develop character. On the other hand, they should not feel that you are distrustful. They then are apt to react with a "we don't care, either" attitude.

When your teen-ager entertains, you must be willing to accept the responsibility of secondary host and hostess. Although you are not going to be suspicious of everything they do, you must be prepared to step in quickly and smoothly should some circumstance require you to do so.

When your teen-age son or daughter entertains, do you know when to be firm, and how to be, and when to relax?

Teen-agers are feeling for new experiences, and they can make mistakes. If an awkward situation should arise, try first to call your son or daughter aside and calmly make certain suggestions. Allow your teen-ager, however, as the host or hostess, to take the initiative in correcting the situation. A teen-age guest will accept correction from your teen-ager more gracefully than he will from you. Avoid stepping in directly unless the situation is beyond control.

When your teen-ager entertains, you must be prepared to play the role of the unsung hero or heroine. You must be present but not a nuisance. You must not "police," yet you must know at any moment you are needed, or be immediately aware when something goes wrong. You may have to do a major job of planning and seeing that the party goes smoothly, but you must give the major credit to your teen-agers.

A Riddle—Name It

Bertha R. Hudelson

What has a comb but doesn't need it?
And to make it grow you have to feed it?

Answer: a comb



family Counselor

What Do You Do with a Cry-Baby?

I HAVE TWO BOYS, five- and three-year-olds. The problem with the three-year-old's crying. His reaction to everything is a loud outburst of tears. A great many of his demands are foolish ones, almost as if he is testing. "May I have a lollipop?" he asks, just as he is climbing into his chair for dinner—and he knows very well that he has candy waiting after a meal. Then he will cry through the meal.

We have tried gentle firmness and giving in (thinking he was feeling insecure and wanted more attention), and neither works. Assuming that he is willful, we have spanked him, and so far it works better than anything else, but we don't like to spank him all the time and wish there were some other solution.

He is bright and very sweet when he isn't crying. He has mastered most of the activities of the five-year-old, of necessity. In event this is too much strain, we see that both of the frequent playmates their own age. The five-year-old plays nicely with him and other children and is good at sharing and taking care of his little brother.

If we are on a hike and get one step ahead of the three-year-old, he will cry because we didn't wait for him. Then we wait and he sits down and cries because we're still ahead. I say, "Stop crying, honey; daddy's ears are tired," and he shouts, "I want to cry." I tell him, "When please go up to your room and outdoors to do it so it isn't so noisy in here," and he will do just that, screaming all the way.

We are hoping it is a phase he will outgrow. (He's been doing it, I guess, the past year or less.) Sometimes when I get frustrated,

I look around at neighbors' children bickering and hollering all the time and wonder if maybe I'm just expecting too much and it's the normal course of events.

A YOUR THREE-YEAR-OLD'S CRYING may be a phase that he will outgrow. I would hesitate to say that his crying is just what you may expect and that you need not be concerned about it. Children do differ in their crying habits or readiness. Your son, however, seems to cry far more than one would expect of a three-year-old.

As I read your description of what is happening, I gain the impression that you are correct when you imply that your son feels basically insecure—and perhaps unloved—and that this may be at the root of the difficulty.

Your comment that at times your son seems to be making demands in order to test you out is very discerning. That may be just what he is doing. Because he is not sure of your affection, he reacts negatively to almost everything that you do. If this diagnosis of the situation is correct, you will not help your son overcome his crying by making an issue of it or by scolding him. The more he senses your displeasure because of his crying, the more insecure he feels, which in turn brings on the tears more readily. You see the vicious circle into which one gets.

The fact that spanking seems to work better than anything else may seem to invalidate the above. Spanking may bring with it fear, and because of fear he does not cry. The emotional problems that are responsible for the crying are not dealt

with. Instead of expressing his feelings, he keeps them buried within himself, which in the long run may cause considerable harm.

You show real insight when you note the possibility that the strain of keeping up with his five-year-old brother may be a factor in your three-year-old's frequent emotional upsets. This is entirely possible, and you have been very wise to provide for playmates of his own age at frequent intervals. Make sure, too, that you and your husband are not expecting of him the behavior and skills that you have a right to expect of your five-year-old.

Some Specific Suggestions:

1. Review carefully your own relationships with your three-year-old to make certain that you are giving him plenty of *time*, *affection*, and *understanding*. Give in to his wishes at times—remember he is just a three-year-old—but do not spoil him by always yielding to unreasonable demands.

2. Accept his crying without getting disturbed. You may see a gradual decline in its frequency.

3. Your suggestion to him that he go to his room to cry, or outdoors, may, on infrequent occasions, be desirable.

4. Be on the alert for other factors that may cause him to be emotionally upset. Is he getting enough sleep and rest? Does he have a quiet period during the day in which he gets rest, even though he may not sleep? Does he seem to be unusually nervous? If so, consult your physician to find out if there is any physical cause for nervousness.

Donald M. Maynard

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Home and Church— Partners in Creative Faith

(Continued from page 12)

the whole family of God, whose Son, Jesus Christ, points the way to more abundant living. The church becomes our "spiritual home."

The church is a unique community uniting people around certain beliefs and goals and binding them by common hopes and needs. It reaches far back in history and looks forward to eternity, witnessing to a God-given message and task. When the family, through worship and participation in the church, seeks guidance for daily living and the fulfillment of God's purpose for its life, it is asking for help from its chief ally! Unless the church operates in faith and love, the family fails to do all that God intended that it should for its members and for society.

The teaching task of the church is to help develop character, to instruct in family responsibilities, and to fortify the family against the forces of evil rampant in the world.

The church shares with parents the task of Christian nurture by helping them to enrich their knowledge and to develop skill as teachers of religion. It provides classes, discussion groups, literature, counseling, visitation, family worship services, demonstration programs, and fellowship opportunities with like-minded families and other mature

Christians who live their faith consistently.

Jesus said, "Where two or three are gathered in my name, there am I in the midst of them" (Matt. 18:20). The aspiring Christian family may ponder this assurance as it develops its image of "the church in their house." Multiply this home by the thousands of families united in the church, striving together to do the will of God within their homes as well as in the broader community life. It is heartening to envision such a dynamic, transforming influence—potentially a world-shaking power!

(See Meeting Plans on pages 26, 27)

Your Family in the Church

(Continued from page 3)

4. When a child nears the age for attending a church membership class, we can prepare ourselves for that experience. A conversation of parents, child, and the pastor is advisable both before and after the instruction period. Some pastors invite the parents to join their child in attending the class. The least a parent can do is to read the child's book, *I Choose the Way*, so that he can talk intelligently with the child about what he is learning in the class.

5. Join a class on what your church believes. This would be especially meaningful if it were carried on simultaneously with the class in church membership your child is attending, but

it would be helpful preceding or following this time. Here you would have the opportunity, together with other parents, to wrestle with these tenets of faith, and in coming to grips with them you would be better able to answer questions of your child: How do you know there is a God? Is Jesus really dead? Is Jesus really alive? What about death? Why must I be different from children who don't go to church? Does our church baptize one way? Is Bill's church another? Why does our church baptize babies?

6. Any parent can read. In addition to reading the Gospels you may find one or more of the following books helpful.

Howard Grimes, *The Church as a Redemptive*

James Flanagan, editor, *What I Believe*

Gerald Kennedy, *I Believe*
Gustave Ferré, *The Layman Examines His Faith*

Nels F. S. Ferré, *Know Your Faith*
Daniel T. Niles, *That They May Have Life*

Marguerite Harmon Bro, *When Children Ask*

Dorothy Fritz, *The Spiritual Growth of Children*.

Being a parent is a responsibility, but with responsibility comes a God-given opportunity to help one's children grow "in wisdom and in stature, and in favor with God and man."

(See Meeting Plans on pages 24, 25)

Squelching Squabbles

by
Lewellyn
Cowan

"No sir! There will be no quarreling at our house! Our child will have self-control." So said we in the idealism and ignorance of first parenthood. We who by imposing a ten cent fine on either partner who started a fuss during the first months of marriage had decided our budget could not afford quarreling—and incidentally, but more important, had moved toward maturity, personality adjustment, and mutual respect in the process.

The book was right—it was right for two years and five months, until the second little junior partner joined the family corporation. By the time we had a runner and a toddler, we realized that our little tax-exemptions were not only capable of quarreling; but that they practiced it as an art with motions and sound effects, increasing in volume, frequency, and intensity the older they grew, and with utmost enjoyment. Yes, they were healthy, normal, uninhibited individuals.

Obviously, some practical education had to take place both by children and parents if we were to establish a home with a congenial, harmonious environment.

Gradually, often by trial and error, we worked out some guiding policies.

1. Always settle parental disagreements away from the children. If it involves them, first come to an understanding in private, then present to them a united front.

2. In a case of wrongdoing, apology and amends must be made and accepted.

3. There is to be no holding of grudges.

4. Make the Golden Rule a daily rule.

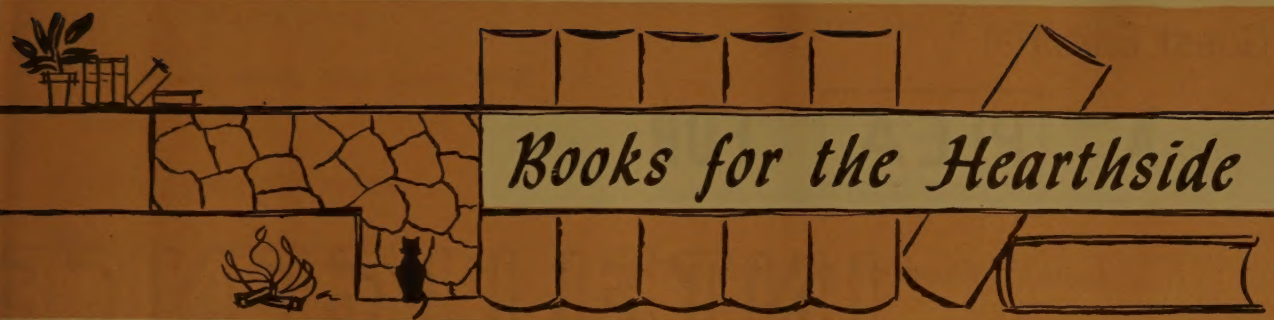
5. Mutual respect should be practiced for rights and property.

6. If priority claims to a book, toy, or privilege cannot be determined, deny it to all in case of untied difference.

7. Ask permission of another before using his things.

8. Treat persistent stubbornness and ill temper by ignoring the offender until he reconsiders.

9. The next, more a method than a rule, was based squarely on our disillusioned discovery that our precious children sometimes squabbled for the sheer delight of battling wits, using strong words, and in general letting themselves go. Let them go—carry on as heated argument as they like, complete with gestures! However, they must stand side by side facing a mirror during the tirade, and not touch each other. This has never failed to break up the most heated battle between our precocious offspring, for each wrangler so fascinated by his own dramatic prowess and fiery contortions that his erstwhile adversary is forgotten except as an admiring audience. Many a ruckus has been transformed into a full hour of jubilant play acting at our house in this manner, which has become a master method for squelching squabbles!



For Adults

Florence Kerigan has written a new **Time and the Rivers** (Concordia Publishing House, St. Louis, 1960, 211 pages, \$3). Some pioneer settlers in Aggy Point, Pennsylvania build a church and then discover that the land which the church is built belongs to a miser, Jeffrey Castaigne. He demands an unreasonable price for the land. To themselves of the predicament in which they are caught, the settlers decide upon selling their surplus wheat and move to New Orleans. Five men are left on the action-packed journey to carry the wheat to New Orleans. They encounter Indians, wicked river cities, like Fink, and sickness. Thus the story of their encounters makes an exciting book.

A look at the Contents of **In All Love and Honor** (Abingdon Press, 1959, 99 pages, \$2.95) reveals that each chapter is largely developed from different portions of the wedding vows that Cuddler M. Parker, the author, made to his wife. The autobiography of their marriage shows that when two persons love each other deeply most of the obstacles can be worked out eventually. Their married life certainly had its ups-and-downs and will be an inspiration to any couple.

For persons who take trips to other countries and for those who stay at home, Mildred Mabry brings the places visited close to home in her interesting book **That God Is Love** (The Bethany Press, St. Louis, 1960, 93 pages, \$2.50). Persons following the missionary theme "Into All the World Together" will find this book especially appealing, too.

Man of Cyrene (Concordia Publishing House, St. Louis, 1961, 250 pages, \$3) by A. H. Johnston is a "might have been" story of the Simon referred to in Mark 15:21—"And they compelled a passer-by, Simon of Cyrene, who was coming in from the country, the father of Alexander and Rufus, to carry his cross." The story begins with Ashim and Gilta making preparations to leave Kisoran. They journey by land to Gaza and then by sea to Cyrene where they make their new home—free from Herod's taxation. Within a year after moving to Cyrene, Simon is born. From then on, he is the center of attention of the book. His life is presented—his boyhood, his teacher, Cedaric, the journey to Jerusalem, the return to Cyrene, his marriage, and his return to Jerusalem to bear the Cross. Readers will find the interpretation of his life very appealing.

For Young People

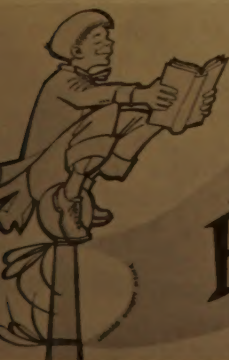
Water for the World (Longmans, Green and Co., Inc., New York, 1960, 213 pages including a bibliography and subject index, \$3.75) is the interesting title of a book for twelve- through sixteen-year-olds. Written by Elizabeth S. Helfman, "This is a story about water and what it means in the lives of people, here in this country and all over the world. In the past, the abundance or scarcity of fresh water has changed the lives of whole peoples, and sometimes even the course of history. This can happen today." So, the author states the purpose of the book in the Foreword. It is a book that will help persons to appreciate

water. It is easy to take water for granted; reflection would cause us to realize that usable water has not always been available when needed.

For Children

Around the Year Together (Abingdon Press, Nashville, 1960, 95 pages including an index, \$1.95) in color, illustrated, is a very attractive compilation of stories, prayers, poems, and activities for boys and girls collected from *Together*, a magazine of the Methodist Church. As a sample, the "Blue-Nosed Cat" is the featured story for March. The activity is that of making "Pussy Willow 'Fuzzies.'" Beginning with a "pussy" as the body, the child pastes the pussy on paper, draws in features of a bird, dog, rabbit, lamb, or kitten. The paper then may be folded for a place card or used as a greeting card for Grandma or other relatives. A poem and prayer are also included for the month of March.

For the child ten and up, **The Three Guardsmen** (Abingdon Press, Nashville, 1960, 128 pages, illustrated and including Apocrypha Quotations, an Index and Guide to Pronunciation, maps of Palestine on the covers; \$2.50) by Edith Patterson Meyer lifts up some of the stories from the Apocrypha. In fact, every book in the Apocrypha is represented. Here children will find some stories woven around events that happened between the last of the Old Testament time and the birth of Jesus. Also they can begin to gain a better understanding of the religious heritage that helped shape the early days of Christianity.



HURRAY FOR BOOKS

A

PLEA

FOR

INTELLIGENCE

THE CENTRAL PROBLEM OF OUR TIME—as I view it—is how to employ human intelligence for the salvation of mankind. It is a problem we have put upon ourselves. For we have defiled our intellect by the creation of such scientific instruments of destruction that we are now in desperate danger of destroying ourselves. Our plight is critical and with each effort we have made to relieve it by further scientific advance, we have succeeded only in aggravating our peril.

As a result, we are now speeding inexorably toward a day when even the ingenuity of our scientists may be unable to save us from the consequences of a single rash act or a lone, reckless hand upon the switch of an uninterceptable missile. For twelve years now we have sought to stave off this ultimate threat of disaster by devising arms which would be both ultimate and disastrous.

An Electronic House of Cards

This irony can probably be compounded a few more years, or perhaps even a few decades. Missiles will bring anti-missiles, and anti-missiles will bring anti-missiles. Inevitably, this whole electronic house of cards will reach a point where it can be constructed no higher.

At this point we shall have come to the peak of this whole incredible dilemma into which the world is shoving itself. When that time comes there will be little we can do other than to settle down uneasily, smother our fears, and attempt to live in a thickening shadow of death.

Should this situation come to pass, we would have but one single and thin thread to cling to. We call it rationale of reason. We reason that no government, no single group of men, indeed, not even one willful individual—would be so foolhardy, so reckless, as to precipitate a war which would most surely end in mutual destruction.

Was Hitler Amenable to Reason?

This reasoning may have the benefit

of logic. Even logic sometimes goes awry. How can we assume that reason will prevail in a crisis when there is ordinarily so little reason among men? To those who would take comfort in the likelihood of an atomic peace to be secured solely by rationale and reason, I would recall the lapse of reason in a bunker under the Reich Chancellery in Berlin. It failed before, it can fail again.

Have we already gone too far in this search for peace through the accumulation of peril? Is there any way to halt this trend, or must we push on with new devices until we inevitably come to judgment before the atom? I believe there is a way out. I believe it because I have acquired in my lifetime a decent respect for human intelligence.

It may be that the problems of accommodation in a world split by rival ideologies are more difficult than those with which we have struggled in the construction of ballistics missiles. I believe, however, that if we apply to these human problems, the energy, creativity, and the perseverance we have devoted to science, even problems of accommodation will yield to reason. Admittedly, the problem of peaceful accommodation in the world is infinitely more complex than a trip to the moon. If, however, we will only come to the realization that it must be worked out—whatever it may mean even to such sacred traditions as absolute national sovereignty—I believe that we can somehow, somewhere, and perhaps through some, as yet undiscovered, world thinker and leader find a workable solution.

The Faith We Need

I confess that this is as much an article of faith as it is an expression of reason. This, my friends, is what we need—faith in our ability to do what must be done. Without that faith we shall never get started. Until we get started, we shall never know what can be done.

If I am sometimes discouraged, it is not by the magnitude of the problem, but by our colossal indifference to it. I am unable to understand us—if we are willing to trust in reason as a restraint on the use of a ready-made ready-to-fire bomb—we do not make greater, more diligent and more imaginative use of reason and human intelligence in seeking an accord and compromise which will make it possible for mankind to control the atom and banish it as an instrument of war.

This is the real and, indeed, the most strenuous challenge to man's intelligence today. By comparison with it, the conquest of space is of small significance. For until we learn how to live together, until we rid ourselves of strife that mocks our pretensions, our civilization, our adventures in science will continue to crowd it with peril.

The Satellite on Which We Live

We can compete with a Sputnik and probably create bigger and better Sputniks of our own. What are we doing to prevent the Sputnik from evolving into just one more weapons-system? When are we going to muster an intelligence equal to that applied against the Sputnik and dedicate it to the preservation of this satellite on which we live?

How long—I would ask you—can we put off starvation?

When does humanity run out?

If enough of us believe strongly enough in the ability of intelligent human beings to get together on some basis of a just accord, we might somehow, somewhere, in some way, and under some auspices make a start on it.

If we are going to save ourselves from the instruments of our own intellect, we had better soon get ourselves under control and begin making the world safe for living.

—General Omar N. Bradley

Write, for the Kit on the Threat of Nuclear Warfare Extinction, to Richard C. Rogers, M.D., 3014 Estrella St., Tampa 9, Florida.

March Winds

Blow, strong winds, and show your
power,

Prune and prove hour by hour!

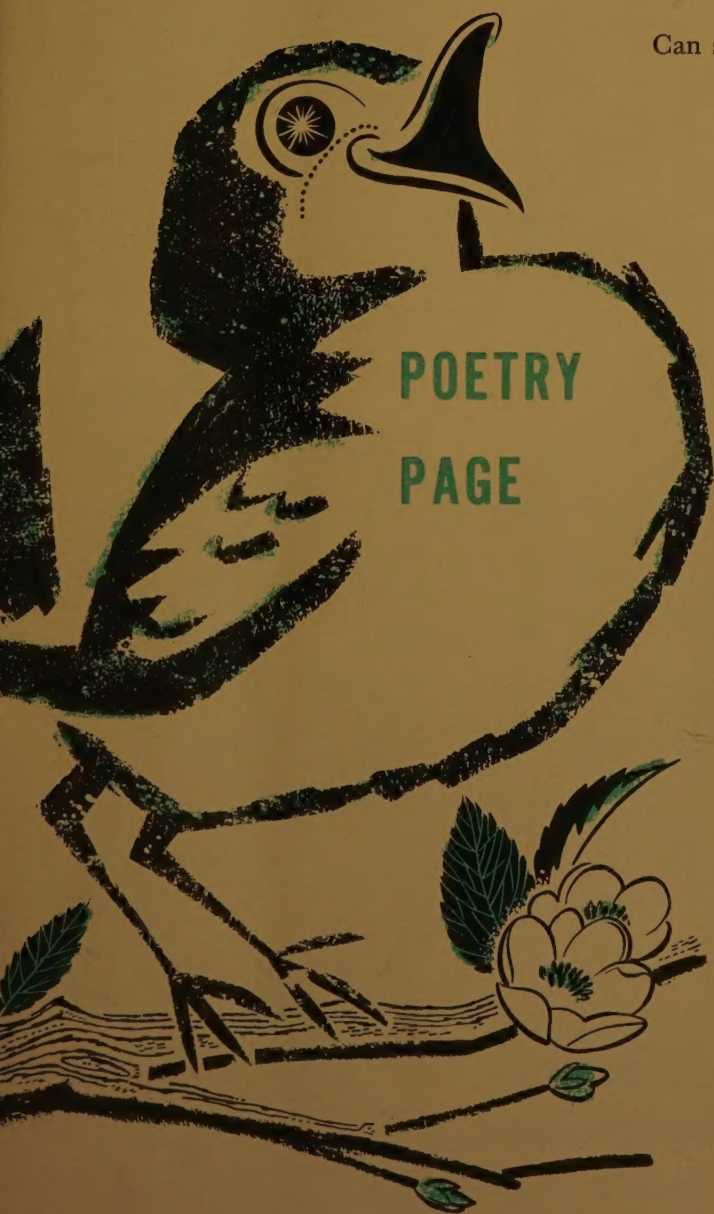
When your noisy blasts are o'er

Dormant things will sleep no more,

But throbbing, stirring, pushing free

Will bring to spring her ecstasy!

—George L. Ehrman



Second Day of Spring

The weatherman reports it's five below,

And yet today's the second day of spring.

The water from my faucets will not flow,

But still I find my lips are shaped to sing.

No matter that the wind shrieks out its woe,

The mercury at zero or quite near it;

For neither freezing wind nor flaking snow

Can stay the stirring of the human spirit.

—Marion L. Miller

Logos

He spoke the quickening primal word

From whence all blossoms came;

He whispers now, and buds uncurl

To fuschia phrase and flame.

I watch the mallows open wide,

And I am well aware

That He has spoken, that His word

Pervades the tranquil air.

—Florrie Neal

Living With the Seven Words

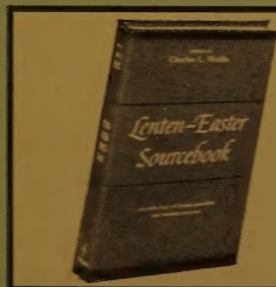
by John Alexander McElroy. Sheds fresh meaning on the last words of Christ in 49 devotions; points out how the 7 words apply to our lives today.....\$2.00

We Call This Friday Good

by Howard G. Hageman. Author intends to make the hours on Calvary a contemporary reality in this series of meditations on the last 7 words.....\$1.50

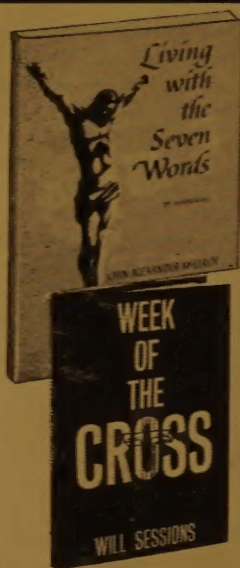
Lenten-Easter Sourcebook

edited by Charles L. Wallis. An anthology of Lenten preaching and worship resources; provides extensive sermon or lecture material for this special season.....\$2.95



The Family Celebrates Easter

by Grace E. Storms. A family book full of ideas, things to do and think about during the Lenten season. Contains activity suggestions, gift hints, special recipes, plans for observance.....60¢



Seven Words to the Cross

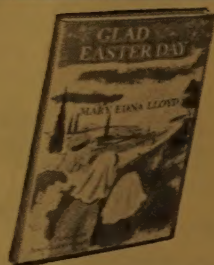
by Robert F. Jones. Meditations on sayings of the mocking crowd, penitents, thief, soldiers, etc., addressed to Jesus on the cross.....\$2.00

Week of the Cross

by Will Sessions. Exciting version of the Passion Week captures the essential significance of the crucifixion, the meaning of Easter today.....\$2.00

Heart In Pilgrimage

by Reginald Cant. A forceful study of Christian prayer attempting to lead readers to a practical prayer life; explores reasons for prayer, techniques for more effective prayer.....\$2.00



The Cross and Crises

by Loyal E. Golf. Meditations pointing out the contributions the Cross of Christ can make to the lives of each of us as we bear our own personal crosses.....\$1.75

The New Life

by Theodore Parker Ferris. This internationally known preacher-writer presents in his newest book, a work similar in size and format to Seabury Lenten Books of past years.....\$2.50

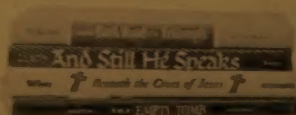
Beneath the Cross of Jesus

by Reginald E. O. White. Illuminating commentary on the crowning events of Christ's life, and upon the people prominent during these events.....\$3.00

The Empty Tomb

by James Martin. Exciting reconstruction of what went on behind the scenes in the minds of Jesus' enemies at the time of the crucifixion.....\$2.50

BOOKS for LENTEN READING



Glad Easter Day

by Mary Edna Lloyd. Simple narrative for children (3-6) to bring new understanding of Christ's resurrection, and the significance of the first Easter.....\$1.50

The Dark Road to Triumph

by Clayton E. Williams. Passion Week sermons, beautiful, powerful, evocative to heighten each reader's perception of the Great Pilgrimage.....\$2.00

And Still He Speaks

by Edward L. R. Elson. Examines the words of the risen Christ, the meaning of His post-resurrection words, and lucidly explains how they apply to our lives today.....\$2.00

The Passion Pilgrimage

by Edwin Kurth. Nine Lenten meditations offer a fresh concept of Christ suffering, death, resurrection. Excellent sermon material, lay devotional reading.....\$1.50